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THE NEW ENGLAND ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS

THE sixteenth annual meeting of the association was held in the Boston Latin School, Warren avenue, on Friday and Saturday, October 11 and 12, 1901, with Mr. Edward G. Coy, of the Hotchkiss School, in the chair.

FRIDAY AFTERNOON

At the opening of the first session, the records of the third special meeting, on May 25, 1901, were read and approved.

A letter was read from Dr. C. F. P. Bancroft, conveying a message of salutation to the members of the association, which was written but four days before his death. On motion, the secretary was requested to prepare a minute referring to the decease of Dr. Bancroft, to be offered on the following morning.

The Chair presented Hon. Frank A. Hill, chairman of the committee on Admission Examinations by a Joint Examining Board, which had reported in print at the May meeting, and to which the report had again been committed.

DR. HILL.—*Mr. President, Ladies and Gentlemen:* In behalf of the committee on Admission Examinations by a Joint Examining Board, I herewith present its report. It is the same report that was laid before the association May 25. In offering this report I wish to read the following statement, which has the approval of our committee:

The Committee on Admission Examinations by a Joint Examining Board submitted its report to the association at a special meeting held at Boston University, May 25, 1901. It was voted by the association that the report be recommitted to the committee and that copies of it be sent to the presidents of the New England colleges, with a statement that it would be a subject for discussion at the October meeting. Members of the association were invited meanwhile to forward comments and suggestions to the chairman of the committee. No comments and suggestions, however, have come to him in consequence of this invitation. The committee has held one meeting since May 25.

While there are minor matters relative to which the report might be revised if rewritten, the committee sees no reason for changing its recommendations. The members of the association have had access to the report for several months and presumably are acquainted with its contents. It is enough to say that the committee, after reviewing various objections, real or imaginary, to a central examining board, adheres to its conviction that such a board would render the colleges and the preparatory schools a service so definite and valuable that no pains should be spared to secure its establishment.

As to the second and third recommendations of the committee, it should be said that the report outlines two plans which the committee has studied. These two plans, having certain minor qualifications, follow the general lines of the Middle States and Maryland plan, until they come to the reading and marking of the examination papers. This important function the first plan, like that of the Middle States and Maryland, assigns to the central board; the second plan retains it, for the present at least, for the colleges themselves. The committee, however, affirms the desirability of the central board's ultimately reading the papers.

The alternative plans presented by the committee are alike, then, with the single exception that the first entrusts the reading function at once to the central board, while the second would keep the question of its transference to that board an open one for further consideration.

In other respects both plans of the committee follow the plan of the Middle States and Maryland, except as to the following four points stated in the committee's report:

1. The definition of the entrance requirements.
2. The representation of the secondary schools in the framing of the questions.
3. The fixing of a pass mark.
4. The consultation of readers in doubtful cases.

The fourth point of difference — that relating to the consultation of readers — probably does not exist. Your committee has learned since making its report that the Middle States' plan provides for such consultation in doubtful cases.

Only three points of difference, therefore, remain. As to the first point of difference—that relating to the definition of entrance requirements—the Middle States' plan entrusts it to the central board; your committee would have the central board formulate the college definitions and adjust its questions to them. For a large proportion of the subjects, however, the outcome in the way of definition would be the same under either view; and as to the remaining subjects the trend would naturally be towards uniform definition.

As to the second point of difference—that relating to the representation of the secondary schools in the framing of the questions—the Middle States' plan recognizes such representation; your committee believes that such representation is inexpedient.

As to the third point of difference—the fixing of a pass mark by the central board below which no college shall accept a paper—the committee would have such a mark fixed by the central board in case it has the reading of the papers; the Middle States' plan permits a college to accept a paper however low its rating, notwithstanding the fact that that plan says that marks from sixty down to forty are "poor" or "very poor" and that marks below forty indicate failure.

While the committee adheres to its recommendations and urges the association to adopt them, it also believes that should the colleges organize an examining board in accordance with such recommendations, it would be well for them to do so with the understanding that points of difference between the plan of such a board and that of the Middle States' and Maryland would be proper subjects for mutual consideration and adjustment.

In conclusion, the committee reaffirms its advocacy of a New England examining board, its conviction of the importance of safeguarding certain gains that have been made in the admission standards and policies of the colleges, and its belief that the wisest course, on the whole, for the association to pursue is to adopt the recommendations of the committee's report.

DR. JOHN TETLOW.—Will Dr. Hill have the kindness to read again what he has read to us about the first point of difference?

DR. HILL.—The plan of the Middle States and Maryland places the definition of the entrance requirements under the control of the central board. Colleges do not define the admission requirements; the central board does that. Our suggestion is, at least for the present, that the central board shall limit itself to formulating the definitions of the colleges themselves and to adjusting the examination papers to those definitions. We think, however, that for a large proportion of the subjects the outcome in the way of definition would be the same whichever view is adopted, whether the view of the Middle States or of the report.

PROFESSOR JOHN K. LORD, of Dartmouth College.—*Mr. President, Ladies and Gentlemen:* I did not understand that I was to open the discussion, because the secretary wrote to me, from the executive committee, asking me if I would consider the bearing of this report on the colleges that admit by certificate, and inasmuch as that question is fully and freely answered in the report itself, it seemed to me that I should have very little to say. I was very much surprised then to receive the program and to find that I was to open the discussion, because the certificate colleges of which I am a representative practically have nothing to do with this question at all.

This report is singularly full in its statement on that point, as on others, and it distinctly says that it has no bearing on the certificate colleges. The only point which it proceeds to make is that the certificate colleges may be induced by the opportunity to give up the certificate and accept the examination certificate. As far as I know, the certificate colleges are not open for a bid on that subject, they are not waiting for an opportunity to give up the certificate. I do not mean to say that all the members of the faculties of the colleges that admit on certificate view the certificate with favor, or if it were left to them, would continue the practice of a certificate, but I do not understand that the certificate colleges, as a whole or individually, are waiting for an opportunity to give up the certificate system. I would say on that point, however, for the college that I represent, that at the beginning of this year a resolution was introduced into the faculty by the president, asking the appointment of a committee to consider the subject of entrance to college both by examination and by certificate, to make a most careful examination of that subject in its bearing upon the college itself, upon the schools represented in fitting for the college, upon the relation of the college to those schools, and of the effect upon the young men themselves. That, of course, is a very broad subject. The committee was asked, if possible, to report within a year; if not possible, the report, of course, will be delayed. We are prepared at Dartmouth, I may simply say, to face the question squarely of an examination or of a certificate, without reference to any

other college. If that committee makes a report which meets the acceptance of the faculty, and that report establishes in the minds of the committee and of the faculty that it is desirable to have an examination in place of a certificate system for us, we shall adopt it; but I do not think that this proposition that is before this association, of an examining board, as far as I understand the situation, will enter into the consideration of that problem at all.

Though, Mr. President, it does not fall within my province, as I understand it, to discuss this question, yet as I am on my feet and may open the door for others I should like to say one or two words in reference to this report. The report seems to me to be a singularly full one. I think I scarcely ever read a report on so broad a subject that touched so fairly and so fully upon the different phases of the question; and the judgment which we shall pass, I imagine, upon the subject as a whole will not be from the lack of arguments presented on either side but from the weight that we shall give to the different points made. There are one or two things, however, in connection with it, that seem to strike me somewhat adversely. If I were a representative of an examining college, I am inclined to think I should look very favorably upon the proposition. It has so many elements of strength in it that certainly to put it away would require a very decided reason. And yet there are certain things about it that one thinks of as adverse to it.

The first is that, whatever may be the work of this examining board, it practically substitutes a system for a direct communication with either the school or the pupil. A year ago at our meeting, in the address given by President Hadley, great stress was laid upon the old fashioned examination which brought the examiner in direct association with the pupil, and upon the knowledge which he thus gained of the quality of the individual as distinguished from his appearance on a paper in examination. He, of course, recognized the fact that conditions had changed, and that it is not now possible for examinations to be conducted as they were, as he said, in his own time. But this system absolutely does away with all that personal contact between the

examiner and the examined, as far as I can see, and to that extent it is an injury.

For, in the second place, the great difficulty with college examinations, as far as I am acquainted with them, lies not in the fact that some candidates are accepted fully and as having met all the requirements, or that others are rejected because they are not sufficiently prepared, but in the other fact that there are so many that come prepared in part, who enter the certificate colleges with exceptions, who enter the colleges that give examinations on condition. Those two things mean the same thing, that boys or girls come to college and have not done all the work, or, if they have done it all, have not done it in such a way as to justify the examiners in giving them full credit for it. And yet those very cases, which, I venture to say, every college finds, contain a very large number of those who are well qualified to do the work of the college. A boy or a girl has not had a full opportunity to prepare himself or herself, and yet he or she makes upon the examiner the impression that, if allowed to go on, the individual will do the college work. The experiment is tried and the result is satisfactory. I venture to say that every college has in every class more than one illustration of the fact that a very imperfectly prepared student is really well qualified to do college work, depending very largely upon the character of the individual and his mode of work, and the determination with which he sets about it. All this is lost sight of, of course, in any such system as this.

A third point that strikes me is that, however this question of definition to which the chairman of the committee referred is viewed, the plan proposed practically takes away from every college the opportunity of really defining its requirements. You may say what you please, as it seems to me, about the college defining the meaning of its entrance requirements. The real definition is given in the examination paper, unless there is a subsequent contact to modify that definition. When an examination paper is set before a series of students, and is sent out to schools before or after, then that examination paper will be the definition of what the college regards as its requirements for

entrance. I do not see, whether we take the Middle States' plan or the proposition that was made by the committee, that there is any practical difference between the two. It is a very serious question, as it seems to me, whether the colleges are ready to give up their individuality. That is one of the essential parts, as it seems to me, in their working power. It was very fully recognized in the report of the committee that the individuality of the colleges was something that needed to be kept. Now, if they all must march through one door—if they all must go abreast in determining their requirements for admission and in determining their methods of admission—they have practically, at the outset at least, lost that thing which heretofore has made them so serviceable in many ways. That statement, I recognize, perhaps, as fully as any, may be susceptible of various interpretations; that is, it might be regarded by some as meaning that some colleges want the opportunity to take in persons who are imperfectly fitted, whom other colleges would throw out entirely. I do not mean it in that sense. It may be so in some cases, but I do not intend that that should be the meaning of the phrase. Therefore it seems to me that, putting aside any such interpretation as that, it is a serious objection to such a plan as this that it substitutes a machine for the operation of an individual. I suppose it is true that as boys and girls come in increasing numbers to the colleges there must be a greater distance and a more machine-like exactness in receiving them; but, admitting the truth of that, it seems to me that it is exceedingly desirable that, as far as possible, the examining board of the college should have a touch with the students and with the schools that shall get at the real life and the real character of the individual (applause).

DR. WILLIAM C. COLLAR, of the Roxbury Latin School.—*Ladies and Gentlemen of the Association:* This association was formed about sixteen years ago for the purpose of bringing about, as far as practicable, uniformity in the requirements for admission to college. I have been present at every meeting but one, and I think I can say with perfect assurance that no question more interesting or more important has ever been brought

before this association than the one that we are discussing this afternoon. The association, I think everybody will say who is a member and who knows what its work has been, has done an admirable work. I think it has accomplished in these sixteen years more than those of us who were present at the founding of the association dared to hope. I believe the question before us today is substantially whether that work is to receive its consummation and crowning now or whether that desirable end is to be deferred still for many years.

In a general way I heartily approve of the recommendations of the committee who have made their report. I should like to glance very briefly at some of the objections stated at the beginning of their report, at some of the reasons that the committee urge in favor of the adoption of their report, and at certain defects, as it seems to me, in the scheme that they offer, and also to inquire a little as to the applicability of the scheme to all colleges, whether there is any essential limitation in the nature of things or not. And first, with regard to the objections that the committee have stated. I do not propose to rehearse them at length, but merely to glance at them.

The first one is one referred to by Professor Lord, and is stated on the margin of page 4 of the report, "Objection to the elimination of the personal element," and what is meant by the personal element has already been illustrated, I think, in part, by Professor Lord's remarks. It is easy to see by a glance what this committee had in mind. It says:

It has been pointed out by those who take this view that, even though the preparation of suitable papers be comparatively easy, the determination of the way in which the applicant has met the requirements of the papers is not only not easy, but involves as well some attention to the personality of the applicant himself. Cases are frequent in which the mere written results of an examination, as shown in the answers to questions, are not after all a sufficient indication either of the attainments of the candidate or of his fitness to do college work; and a wholly impersonal treatment of the matter, in which not only the examiner and the candidate are unknown to each other, but in which the college of the candidate's choice may not appear directly at all, is felt by many to hold more of disadvantage than of gain. Consideration must sometimes be given to the particular circumstances of the

candidate's preparation, and even to his physical condition at the time the examination is taken.

And so on. That, I say, was partially covered by Professor Lord's remarks, but is there really anything in it? Professor Lord himself indicated, in referring to President Hadley, that this matter of personal contact is a thing of the past. I supposed it was absolutely and completely a thing of the past. I suppose, and I still believe, that where examinations are held at colleges they are held by presenting to the candidate papers to which he is to write out the answers, passages of which he is to write out the translation, problems which he is to solve. These papers are then gathered and read by examiners, marked, weighed, and the candidate is informed, by letter commonly, whether he is received or not. I should like to know where the personal element comes in. The personal element did come in once. I remember when I was examined for college I was examined orally. But I say I believe that thing is a thing of the past, and therefore that that objection falls to the ground, that the proper answer to the objection that the personal element is eliminated is that there is not any personal element to eliminate.

The next point is on page 5. The committee say in the margin, "Objection to the surrender of control." Professor Lord has referred to that, but it is true that in the main the committee show by their recommendations that the colleges do not surrender control. If the report of the committee prevails, the colleges are to determine for themselves whether candidates pass a sufficiently satisfactory examination or not. To be sure, the separate colleges give up the preparation of separate papers, they commit that to a body of experts; but that is the only respect in which they give up direct control. That objection, then, falls to the ground.

The next one is on page 8, "Objection to the obliteration of college individuality." I wish I had time to read the essential points under that. I will read only two or three sentences.

Behind every college and university in New England, and constituting no small measure of its claim to support are its history, its traditions, its

customs, its distinctive points of view, its characteristic methods, its standards and ideals. These things make up the college spirit, the college atmosphere; they give the college tone.

And so on, and so on. That objection could never have been urged except from a dismal confusion of ideas. In saying that I do not reflect on the committee, for it is understood that these objections are not the objections of the committee, but they are the objections that are current. How is it a confusion of ideas? Undoubtedly there is such a thing as a college spirit, a college tone. Undoubtedly there are distinct college associations. But is anybody to suppose that all the subtle and manifold associations and influences of college life descend upon the happy candidate who appears at Amherst, or Dartmouth, or Harvard, the moment he gets there, and permeate him and envelop him and abide with him until the examination is over? Does anybody suppose any such thing? Not at all. He has set before him a set of papers, and his business is to write out the answers to the papers. Then he leaves, and that is the whole of it. I think we should fitly denominate that as pure moonshine.

Those are all the objections that are stated, and the last one that I read is the final one, and therefore probably the weightiest of them all. For my own part, I can conceive in sober truth nothing more fanciful, more unsubstantial, more utterly without foundation.

The committee proceeded to consider the advantages, and those advantages are stated on page 10 in a sentence:

... and coöperation which aims to remove obvious friction, and to bring about desirable results with greater economy of time, labor, money, and mental wear and tear.

Those are the things the committee says, "coöperation which aims to remove obvious friction, and to bring about desirable results with greater economy of time, labor, money, and mental wear and tear." And then, again, on page 13, at the top, the benefits are summed up:

We are accordingly led to conclude that the joint conduct of entrance examinations, so far as the mere administrative features are concerned, would, if a suitable system could be devised, result in great relief to the

teachers of preparatory schools, and in an appreciable saving of labor and expense to the colleges, while both classes of institutions would share in the undoubted benefits of a nearer approach to a uniform interpretation of the requirements as laid down in the catalogues.

Those are the advantages that the committee sum up. They say on page 12 that "the present system" is "burdensome to the private fitting school," and below, page 12, "the present system" is "still more burdensome to the public high school."

We have covered the ground of the objections and of the advantages, so far as the committees report is concerned, but, in my humble opinion, ladies and gentlemen, the committee has not made half so strong a case as it might have made. I believe that there are great advantages that will certainly accrue that are not glanced at, and one of them is this: I believe that a central examination board would draw up questions and papers with better judgment and with far greater care than they are now drawn.

What is the present system? Each college sets its own examination papers. Nobody knows—the candidate, the public—nobody knows who the individuals are that set these papers. The department is represented in the Greek paper, in the Latin paper, and so on through the rest, but what man sets the paper we never know. Therefore no responsibility can be brought to bear or can be weightily felt by the person who prepares the paper. I will not go into specifications unless I am challenged, but I am sorry to say that the papers do sometimes show lack of judgment, and very often lack of careful editing. I have found it, in fact, in my experience very necessary, before I set a paper to a class in Latin, that is, a college paper that has been used to the class in Latin, or the class in Greek, to read through that paper most carefully, for one day I found myself stuck on a passage that I was about to set them, and I could not see what the matter was with it until I looked it up in some edition and found the punctuation was wrong. I had been entirely misled. Examples of misprints are not uncommon. I have been told by teachers in science that occasionally a question is asked in science that cannot be answered, and I think

Mr. Bradbury has told me of instances in algebra where a problem could not be fairly worked out to a satisfactory result. These are trifles, to be sure, but it is not a trifle whether the paper is set with good judgment, with discrimination, or not.

Moreover, I have always contended that there is great educative value in the papers that the colleges set. Those papers are carefully scanned by every teacher who is preparing boys and girls. It is, as Professor Lord said, the interpretation properly of the paper requirements. We don't know exactly what the paper requirements in the catalogue really mean until we see the actual papers.

Then I believe that there would result a material advantage, because I think that such an examination board would be a powerfully influential factor, and would be able to get the colleges now and then to step out of the beaten track in their requirements, and not oblige us men of the preparatory schools forever to tread the same round of authors and of work. It would be a positive boon to a great many teachers to be expected and to be required sometimes to prepare a class for a thorough examination in some work that they have not been accustomed to read, and let that continue for a number of years, as, for instance, the *De Senectute*, which is easier, to my mind very much easier, than the orations of Cicero, which are now made the subject of a thoroughgoing examination. Can anybody doubt that if this were done the schools would be materially benefited, in that the teachers would pass out of the beaten track and study Latin that they had been less familiar with? It was the firm conviction in my mind that this could and might be done in time that led me years ago to join with Dr. Tetlow in the preparation of a series of school classics, so that if any teacher desires he might have at hand a little volume that would meet just his needs, but we found no encouragement. I may say that the series, while I was one of the editors, fell pretty nearly flat. I had to withdraw, but Dr. Tetlow, like the heroic and invincible man that he is, kept on and keeps on, hopeless, no doubt, but not dismayed (applause).

But there is a very much weightier consideration in my mind

than what I have advanced, and that is I thoroughly believe that the adoption of the recommendation of this report by this association would slay the certificate system. I believe it would be the death of the certificate system, and I long to see that done (applause). I have always believed that the certificate system worked injuriously on the scholarship of the preparatory schools. I believe that it is in accordance with human nature to believe that by the certificate system a most important stimulus is withdrawn from learners and from teachers to thoroughness, to scholarship, to strenuous effort. I believe, notwithstanding what Professor Lord said a little while ago, that there is in the minds of college faculties who have adopted wholly or in part the certificate system, a grave doubt of its being really an excellent thing itself. The committee who make the report state, perhaps wrongly, that that system is making no headway and they believe that the colleges would, generally speaking, be glad to give it up. I don't know that all of them would, but I believe that many would, and I think if it were given up, if every teacher knew that his boys and girls had to face an examination, it could not be otherwise than that his efforts would be increased, and those of the pupils too. But there is another evil of the certificate system, and that is that it increases the differences in actual requirements. I mean to say that there may be two institutions having in their catalogue very nearly the same requirements, while it appears by the details that they require in their certificates that their requirements are really essentially very different. I think I heard Mr. Bradbury say once, in a meeting of this association, that it was a work of about two hours to make out one certificate for Wellesley College. I have made out certificates sometimes for boys for Dartmouth College, and I think perhaps it took me half an hour. Now, that difference between the half an hour spent in making out a certificate and the two hours will give you possibly some little intimation of the difference in the amount of detail, at least, though it does not show all the essential differences that exist in those requirements of certificates.

I said I saw, I thought, a defect or two in the report of the

committee. I seem to see one or two grave defects. The chairman read you the differences between the plans that his committee proposed and the plan of the Maryland and Middle States Association. He stated that there were finally three differences. I find a fourth difference that he said nothing about which is more important than all his three. The chairman must be presumed to know his own report, but on page 21, near the bottom, the fifth paragraph, it says :

That not later than December of each academic year, the board designate, for each subject in which it is proposed to hold an examination, a college teacher to act as chief examiner, and two additional college teachers to act as associate examiners.

That is to say, his board, or their board, consists of three examiners. These are all to be specialists. They are college men and experts in their departments. But in the Middle States scheme on each one of the groups of three, each of the nine groups, there is a schoolmaster. It seems to me that that offers really a great advantage. I should not want to be the schoolmaster to be on the committee, but there they have nine schoolmasters on their nine groups. A schoolmaster is a man who knows a little of several things, generally, and the college professor is a man who knows a great deal of one subject. It seems to me that a schoolmaster may very well supplement the knowledge and the experience of a college professor, and therefore I think it is a defect of this report that it entirely excludes representatives of preparatory schools. The committee say, apropos of that, something that is really interesting. Pages 16 and 17, at the bottom of 16 and near the top of 17 :

No one, of course, would think of questioning either the fairness or the integrity of any representative of a secondary school who might hold a place on such a committee ; but the situation created by such membership seems to your committee wholly anomalous.

and so on. Then, on the next page :

To ask any teacher of a secondary school to assist in preparing an examination paper, and at the same time so perfectly to treasure the secret of its contents during the months between its preparation and use as never to be in the slightest degree influenced by his knowledge of it in his own treatment of his classes is, your committee think, to ask the impossible.

Yet the Middle States Association have found it possible, apparently. They have nine schoolmasters on their groups of examiners. The chairman says, or the committee says, that, of course, their fairness and their integrity is not to be questioned, but it *is* questioned on the next page. It is to ask, he says, of them a thing that is impossible. That is to say, human nature, and especially the nature of a schoolmaster, is not of a sufficiently strenuous virtue to withstand such an awful temptation as this. I must say that that seems to me an unwarranted reproach cast upon the schoolmaster. It seems to me that I know of several schoolmasters who would actually be capable of resisting the temptation to be false to their trust. Why, what trust we put in our judges, what confidence we bestow on them. How often it happens that a judge in the court is to decide a case, for instance, relative to a patent, and knowing beforehand what his decision is he might make his fortune in a day. He knows that his decision is going to boom or depress the market in regard to that particular thing. But the thing, so far as I know, has never been surmised. Never has anybody suspected it of any judge. Think of what Secretary Gage might do in handling the finances of this government. He knows what he is going to do a month in advance. He keeps his secret. I never heard that the Chancellor of the Exchequer in England was charged with making money in any such underhand way; that is to say, he is trusted, and he is true to his trust. I believe that there are schoolmasters that can be trusted. Mr. Bradbury said—I beg his pardon for mentioning him so often, but he is himself at fault—Mr. Bradbury said in a meeting of this association with reference to this point that he should not like to see me on such an examining board (laughter). Well, I don't want to be. I think if I were chosen I should resign. But I should be very glad to see Mr. Bradbury on such a board, and I have perfect confidence that Mr. Bradbury actually would not work out the problems in algebra and geometry with his class in advance because he knew what was coming.

Now, to pass that point and come to the last point, whether this scheme is entirely applicable, or whether there is any

necessary limitation, I believe that Harvard College could not come into the fold, and I don't know that personally I should want to see it. Whether I should or not is not the question. The Harvard entrance examination is currently considered, and I believe with truth, to be harder than the examinations of the other colleges. I think it is currently believed that the requirements for Harvard are pretty nearly a year in advance of the requirements of most other New England colleges. If you compared the requirements, for instance, in Latin of the colleges that are nearest to Harvard, Tufts and Boston University, I think you would say that on paper there was all of a year's difference. I have lately been through all the catalogues of all the New England colleges and compared their requirements, and the impression, total impression, made upon my mind is that the requirements at Harvard are in the main considerably above the requirements of other colleges. There are two or three colleges, perhaps three, that have pretty nearly the same requirements on paper that Harvard has, but in general it is not so. I believe, then, that the difference in the severity of the examination in the requirements for the entrance at Harvard would be an insurmountable barrier to Harvard's coming into this arrangement. But I think there is a barrier even greater still that is quite insurmountable, and that is that Harvard's examination is of a different sort from the examination of other colleges, speaking grossly. Speaking generally, Harvard tests the power of the candidate and the other colleges test the acquisitions of the candidate. I agree that these cannot be entirely and sharply distinguished, but that is a distinction that prevails sufficiently to be stated in that way. Harvard accordingly, in all languages, sets passages supposed to be unseen previously; the other colleges generally set passages supposed to have been seen. Even Yale limits its sight examinations to Caesar, Nepos, and Ovid. Another college I recall limits them to Ovid and Nepos. Several do put down, in fact, a large number of them do put down, reading at sight as one of the tests, but I have every reason to suppose that that test is altogether a subordinate one, while in Harvard, in the languages, it is the only test. Here is a

difference that I do not think can be got round, and I think it would not be altogether deplored by anybody if it should be found that the other colleges could unite—how it would be about Yale I cannot tell—if the other colleges could unite and Harvard should not join. I believe that the setting of a higher standard, as Harvard does and will doubtless continue to do, would, on the whole, tend to raise the standard that a board of examiners would fix for the other colleges (applause).

PROFESSOR EDWIN H. HALL, of Harvard University.—*Mr. President and Members of the Association:* I wish to say a few words in regard to a criticism which was made by Mr. Collar of the plan as proposed by the committee. The point is whether there should be representatives of schools on the boards or committees making out the questions. I think Mr. Collar has misunderstood the main objection, or one of the main objections, to that feature. He has apparently assumed that the committee, in saying that it was impossible that a man should be uninfluenced by his knowledge of what was to be on the paper, meant to say that he would make illegitimate use of his knowledge for the advantage of his pupils. I think what was more in the minds of the committee was that he would be hampered, he would be embarrassed, he would hesitate to give to his pupils the instruction they ought to have, for fear he would be making an undue use of what was on the examination paper. That is the embarrassment, that is the main difficulty, I think. That is the reason, I think, why Mr. Bradbury said he did not want to be and would not be on the committee. I believe it is the reason Mr. Collar does not want to be on the committee. It is the reason why most people would not wish to be on that committee.

Mr. Collar has said that this experiment is tried, and tried successfully, by the Middle States' plan. Well, there are six letters in the last part of this report of Professor Butler, letters from the school men who helped make out the questions. I find enough in those letters to condemn that feature of the Middle States' plan which has those men in the making out of the papers. The first three of those letters are, I think, unqualified in their support of the coöperation of the school men in making out the

questions, but let me read you two sentences from the fourth letter, from Mr. Frank Rollins, known to many of you:

My part in framing and revising questions for the examination in physics did not embarrass us in our work of instruction,—

Now, why?

. . . as another teacher had the college preparatory class.

So much for Mr. Rollins. Now for Mr. Thomas B. Bronson, the writer of the next letter:

I had not thought of any embarrassment regarding the point in question. Of course, a dishonest teacher might give his class information that would help his pupils under him, and perhaps an honest teacher would think it his duty to instruct especially on points that would be brought out in the paper.

That's enough, I think. A dishonest teacher would make use of it, and an honest teacher might. What others are there? And the next letter is from a man who, although he sneers at all objections, thinks that on the whole the teachers had better not participate.

Mr. President and gentlemen, I think that the proper way for the schools to have influence in this is that the questions should be set by college men, that then, after the papers for the summer are set, read, marked, those college men should come before an assembly like this and hear any criticism which may be made on their work, should appear here personally. That is the way to get the influence, not of one teacher, but of all teachers, on the work. It is assumed that the one teacher who will make out the questions, or help make them out, will represent all the schools. Is that a fair assumption? Fads and hobbies are just as common among teachers of schools as amongst teachers in colleges. There is no assurance whatever that the one teacher picked out to help make examinations would set questions which would please his fellow teachers. I say let the college men take the responsibility and let them then bear that responsibility before such a meeting as this.

MR. GEORGE L. FOX, of New Haven.—*Mr. Chairman:* The question seems to resolve itself into two main questions: (1) Do we need in New England an elaborate examination board, such as is already established in the Middle States and Maryland?

(2) Granted that we do, shall we adopt this excellent scheme proposed, with many faults—excellent, I say—or shall we improve on it as we think?

I cannot see the slightest reason for this examination board in New England—not the slightest reason. I never heard it broached until a year ago, and it seems to me the motive for it is a desire not to be left behind the band wagon, to keep up with the procession. Mr. Collar let the whole thing right out when he said he did not suppose that Harvard would go into this thing. He could not speak for Yale, nor can I, but I judge from the past that if Harvard doesn't go in Yale won't go in, and there ends the matter. There is not a small college in New England that is not very ready to take pupils on a fair average examination, and not stickling at that either. That is what they want. That is the good work that they are doing, to take men who may not measure up along the other standards, and it is a noble work too. But are there many schools that are troubled by the very stiff requirements of the small college in their examinations, so that they think they will be helped out of their difficulties by the formation of an elaborate examination board? I don't believe there are. The schools that I have heard of most as desiring uniformity, first of requirements, and then possibly of the examination, are the two great schools of Phillips Exeter and Phillips Andover, which prepare for a large number of colleges. I don't believe there are many schools in Connecticut that are suffering from this matter. Most of the schools in Connecticut prepare for Yale. I should say unquestionably 75 per cent. of the schools in Connecticut prepare for Yale. I suppose that at least 75 per cent. of the students at Phillips Exeter and Phillips Andover prepare for Yale and Harvard, and if these colleges are not coming into the board, but are going to carry on their examinations, all the troubles, the so-called or imagined troubles, of the secondary school remain just the same. They have got to face two examinations, the examination board and the examinations of Yale and Harvard, and that will be a great trouble. So I cannot find, and I am talking to you honestly, any crying demand for this extra machinery.

Now from the point of view of the college. I am not a champion of the colleges at all, but it is nonsense to me to say that it is going to relieve the college of a great deal of trouble. If you put all your difficulties on this examination board, the members of that board are going to work a good deal harder than at their colleges, because they have a larger number of persons to attend to. In the second place, every college that I know anything about, certainly Yale and Harvard, carries on a September examination as well as a June examination. What are you going to do about that? A very small percentage of the boys, practically not more than 33 per cent., get in in June; and the September examination is of just as much importance as the June examination, because it is final. Those September papers at Yale, I know, are made out at the same time that the June papers are made out. All the difficulty the June examination makes for the man who makes out the examination paper is that he has two papers to make out instead of one. It is not a very great difficulty, when he is at it. Unquestionably, unless every college does as Columbia does, turns over the whole of its examination to this board, you are still going to have two examinations. So from the point of view of relieving the colleges, it strikes me that this plan is something like moonshine.

I want to touch upon another point that Mr. Collar touched upon. "We shall have responsibility," he says. "We don't know now who makes out a given paper, but we shall know then. We can hold him responsible." Well that, it seems to me, won't bear examination very closely with a microscope. You know, I presume, that the examination paper in Latin in Yale or Harvard is made out by one of three men; you know that the examination paper in Greek is made out by one of three men, and you have the responsibility distributed among three in this examination board also. So that question of responsibility, it seems to me, does not bear any examination at all. Practically there is not much difference of responsibility between the old method and this method, in my opinion.

Now I wish to take up another point which Mr. Collar brought up. It is an old question, on which we have locked

horns more than once at New Haven before, this wider variety of subjects which the preparatory school teacher can teach if this thing goes into operation. I don't believe you can find a university or a college in New England or anywhere else, if it is given sufficient notice, that will not be willing to prepare a paper on any subject that you will name, if you want to teach that. For instance, last year I took up certain books of the *Odyssey*, which I had not taught. I simply sent in word that I wanted these boys examined on the *Odyssey*, and the paper came out all right. I don't find the college professors of any college anxious to hold you down, if you don't want to be held down. The trouble with regard to the narrowness of requirements in Latin and Greek is that, considering the brief time that students study Latin and Greek before examination, the scope of examination is very much limited, and it must necessarily be. Some subjects that have been proposed as substitutes, as *Eutropius*, are simply nonsense, in my opinion. In England, where you have boys studying five or six years, you can widen the scope considerably, but you cannot in America. But I may say that if we have to establish this great examination board in order to get a wider range of subjects for secondary school teachers, in my opinion, that is very much like moonshine; for I say from practical experience that at Yale, and I don't believe it is different at any other college, you can get an examination on any subject that you want, if there are a sufficient number of students to warrant the examination and you give sufficient notice. And so we meet that argument for this examination board. It seems to me it is going a long way round to get what we already have.

Now I must pause for a digression, so to speak, because it was brought in by Mr. Collar. I don't know much about the Harvard examinations, but I do know that the examinations in Latin and Greek for Yale are distinctly as hard as the examinations in Latin and Greek for Harvard. The Latin unseen is in three different subjects, *Cæsar*, *Nepos* and *Ovid*, and in three years' time I have never hit the subject in my reading of those authors. You cannot in the time. And therefore every Yale boy knows that he has got to pass at least three or four fixed

examinations in Latin which he may be supposed to have seen and possibly three examinations in Latin at sight. Compare that with the single examination which is given in Latin by sight at Harvard, and I think we may say that the difficulty of the Latin and Greek examinations at Yale fairly evens up with the difficulty of the Latin and Greek examinations at Harvard.

I do agree very much with the report of the committee on one point, and that is with regard to the absence of secondary school teachers from making up the examination papers. Why, that goes without saying to any honest man. To Mr. Collar it goes without saying. He would not want to go on as an examiner; no man would. The point was made very properly by Professor Hall that these men would not make any effort, would not train their boys in the questions; of course not, but I defy any man of human nature not to be affected. He might try to stand up so straight that he would bend backward, but he would still be inclined. And as for the parallels that Mr. Collar quoted, why, he is not familiar with modern history. If there is any one thing that has been prominent, it is that Cæsar's wife must be above suspicion.

I don't believe we ought to have, I don't think there is any crying need at all for, this examination board. I believe that all the need there might have been for it was from the great schools that prepared for some of the smaller colleges and also for Harvard and Yale. If Harvard is not coming in—I don't know whether she is or not—if Yale is not coming in—I don't know whether she is or not—but, whether she is coming in or not, we don't need it. It is too much elaborate machinery.

I want to criticise one other statement of Mr. Collar. In his opening remarks he said that this is one of the most important questions that will ever come before this association; it is now to be decided whether we shall adopt this crowning work of this association or postpone it for many years. I question that last phrase. We need wait but one year here. It is within the province of any body who wants this to bring it up again. I will simply say that we had better be cautious. I am not saying anything against the Middle States' scheme; I hope it will

go on. It is an experiment, and they are working it out. For twenty-five years it has worked well in England, as anybody who knows the Oxford and Cambridge certificate examination knows, but they apply it more rigidly than we do here. We need not however, be in a hurry to try this plan. The trouble with this scheme is that we are proposing to adopt something entirely new in this country, which has had but one trial. Emerson in one of his essays somewhere, I think it is the essay called "Compromise," speaks of the great heartiness and admiration which a charming young girl showed in her words in regard to the new minister, after he had preached a first Sunday. He was the most dear, delightful preacher she ever heard. Emerson said, "I like your opinion now, but I should like it better two years from now."

[It is a matter of regret, which I am sure our readers share, that even with the additional pages of this month we are unable to insert the remainder of the interesting discussion on this important topic. The full report will be found in the *Proceedings of the New England Association*, published by that association. The other speakers were: Professor Charles P. Parker, of Harvard University; President L. Clark Seelye, of Smith College; President E. G. Coy; Mr. Charles S. Knox, of St. Paul's School; Professor Morris, of Yale University; Dr. William E. Waters, Associate Secretary of the College Entrance Examination Board of the Middle States and Maryland; Principal Charles C. Ramsay, of Fall River High School; President Warren, of Boston University; Principal Collar, of Roxbury Latin School; Dr. Frank A. Hill; Professor Tyler, of the Institute of Technology; President Raymond, of Wesleyan University.—GEO. H. LOCKE.]

THE VALUE OF HISTORY IN THE FORMATION OF CHARACTER

CAROLINE HAZARD,
President of Wellesley College

How dearly we all love a story! From the time a child can listen at all he rejoices in some simple tale. Over and over the same thing is demanded, with no variation allowed to the narrator; it must be just the same day after day, or something is lacking to the childish mind. And what is history but the tale of the world? The story of our race, "Geschichte" the Germans call it frankly, the story, the tale which includes all tales. It is strange that the word story has a double significance. It may be a true or a false story. Something has grown into the word of the diverse personalities of the tellers of tales. The story is told in part only by each narrator; one may contradict the other; one may present a false picture, a distorted report, and another the unvarnished truth. It is no wonder that many writers of history fell into disrepute, that fables and stories were supposed to constitute the whole of history. The tale depends so much upon the teller. Is he fair? Is he clear in his perceptions? Is he unbiased in his judgments, having no theory to maintain, simply zealous for the truth? These are moral questions we ask, these are the questions which are more important to the value of historical work than any learning. "It was well noted by that worthy gentleman Sir Philip Sydney," says Raleigh, "that historians do borrow of poets, not only much of their ornament but somewhat of their substance."¹ And Lord Bacon defines the office of the historian: "It is," he says, "to represent the events themselves together with the counsels, and to leave the observations and conclusions there-upon to the liberty and faculty of every man's judgment."² Bacon thus throws the moral responsibility directly upon the readers, not the writers of history.

¹ RALEIGH, *The History of the World*. ² BACON, *Advancement of Learning*.

But the old reproach, that historians wrote entirely from their own point of view, is rapidly passing away. One may be recommended to read Macaulay more for the style than for the history. But the method pursued in Guizot's *History of Civilization* has obtained a larger and larger following, and the modern historian, basing his work on actual documents and certified records, while he makes perhaps less brilliant reading, certainly gives a more unbiased version of facts. More and more the science of history is developing, as people go to the sources and foundations rather than rely on tradition and picturesque statement. Great tendencies are coming to be looked for, more than isolated facts. History is no longer a list of names and an array of dates, but a series of living principles, a moral tendency running through events which are strung upon one main string like the beads on a rosary. More and more our historians are becoming profound moralists. This, indeed, is almost inevitable, for any deeper search into the facts of history is an inquiry into the meaning of things, The facts spring from the inner necessity of the time of their being, and the philosophical inquirer must look deeper than the surface appearance.

We have lately lost a very distinguished example of the teacher not only of history but of morals, and of the vital connection existing between the two. Eminent as were Mr. John Fiske's qualifications as a historian—painstaking and accurate in his research, brilliant and lucid in his presentation—it was yet his profound moral convictions which illuminated his work and gave it its great value. What a splendid monument he has left—beginning with the *Discovery of America*, tracing the influence of *Old Virginia* and her neighbors, and the *Beginnings of New England*, through the *American Revolution* and the *Critical Period of American History*, taking in as a side light the *Dutch Contribution to the Development of America*, and finally ending with the *Growth of the Mississippi*—what a great and continuous work he has left! The very enumeration of the titles of his books shows the grasp that he had on the subject. But greater even than these are some of the books he wrote showing his profound appreciation of the destiny of man. It was this *Destiny of Man*,

viewed in the light of his origin, which enabled him to set forth these great world movements. It was his profound conviction of the worth of man's life which gave the work of man's life its supreme value in his eyes. Through Nature to God was his constant theme. His important philosophical books are brief, and the bulk of his philosophical writings not so great as his historical work, but its influence upon his day and generation has been most profound.

I was in England at the time of his death, and was much interested to see the English comments. The great dailies, of course, had some adequate idea of his work, at least as far as the enumeration of the titles of his books. But one of the most appreciative of the notices was in a non-conformist weekly of large and influential circulation in Great Britain. This spoke of his *Destiny of Man* and of his work as a devout Darwinist with the greatest respect, dwelling upon him as a profound philosopher, and ending with some such sentence as this: "He is said to have written historical books, but we have not seen them." It made one smile to think what fame is in another country, because to us certainly the bulk of John Fiske's work is his historical work rather than his philosophical.

But the point I want to make is that the true historian must be a philosopher, and if a philosopher, then an inquirer into moral tendencies, into the great drift and trend of national life. This principle must run through all the work of any genuine historian. We are a little in danger in this country of exalting our own history, which is after all local, of forgetting that we are part of the whole. Of course it is necessary to teach our young people American history, and the great events which have led to our being what we are. But we are only one link in the chain of events. We have only advanced freedom and liberty to its highest degree along the line which was prepared for us as early as the Reformation. To teach a child anything like the proper place of America in the history of the world seems to me one of the great tasks which our schools should try to fulfil. Of course this cannot be done quickly. The idea of continuity, however, is an idea which can be given at the very beginning of

any historical study. We are too apt to take up the study of history in mosaic fashion, here a bit and there a bit, quite carefully worked over and prepared, but without any idea of how it fits together. The study of Roman history has become one of the requirements, lately, for entrance examinations, and it seems to me a most valuable addition to college entrance requirements. Roman law, after all, is the foundation of all our jurisprudence, and though the real historian may say that in choosing Rome as a starting point we are making an arbitrary choice, and that we should go back into the far East and into the dim recesses of time, yet, after all, the Roman civilization is the first civilization of which we can have much definite knowledge, and, therefore, is a convenient and a safe starting-point for all subsequent historical work.

This is not the time to consider the relations of national character to national history. The history has grown out of the development of character, and character conversely has been molded by the history of the nation. We think of Switzerland as a synonym for freedom, and the Swiss have been nurtured on the recital of the deeds of their forefathers. The Scottish people, too, with their devotion of loyalty, their keenness and shrewdness learned in many a border warfare, and many a fight for a losing cause, are an example of what the history of their nation has made them. Who that hears "Bonnie Charlie" sung as it can be sung in Scotland, but is touched by that longing for the unattainable which is the blessing and the despair of the idealist?

Will you no' come back again ?

Better lo'ed ye canna be,

Will ye no' come back again ?

The whole episode is summed up in a few verses of a song, perhaps the most potent result of that ill-starred attempt. For in this all the highest emotions of a patriot find play. It was the literal Prince Charlie to whom the people looked as their best good, it is now all devotion and loyalty to all good things that speaks in the touching refrain of a song universally beloved.

But the special theme for this evening is the "Relation of

the Study of History to the Formation of Character," and it seems to me, in a country such as our own, with a population made up of diverse elements, where the force of tradition is of necessity limited—where, indeed, in many parts of the country we are making traditions, so far as civilization is concerned—that the study of history as a contribution to the formation of a sound and useful character is of the utmost importance. We are in danger of exalting the new unduly. There are countries bound by custom, where "as it was, is now, and ever shall be," is the height of man's ambition. Of Infinite Perfection alone can this be said, and in our haste for improvement, we rush to the other extreme, often thinking that because a thing is new it must be better than what went before. Here historical study comes in as a corrective. Often we find the thing that we thought new only an old project under a slightly different aspect. As an instance of what I mean, I mention a paper of 1780, which in its own neighborhood had some effect in the agitation for the establishment of the gold standard in 1893 and 1894. All through the closing years of the eighteenth century Rhode Island was plunged in financial difficulties by the successive issues of paper money which it had no means of redeeming. The declaration to which I refer records on oath that a certain Colonel Segar made a tender of \$2,100 to Mr. William Knowles, of South Kingstown, to discharge two bonds and a note, but that "Knowles refused to take the same, saying that he would not take such trash as that was, but if said Samuel Segar would pay him in the same sort of money the said Segar had of said Knowles, he would take it." With this declaration the paper money tendered in payment was found, the whole making an impressive lesson in the evils of an inflated currency. One is apt to exclaim with Solomon that there is no new thing under the sun, in spite of our eager quest, and to believe that the past, if duly searched, could always furnish analogies and precedents for the present. We must know the past as a guide to the future, for not only does the study of history give a firm foundation for growth, but furnishes actual instances, full of helpful suggestion.

There is no virtue we need to cultivate more than that of

patriotism. America is a fair new world, and she welcomes many sons. What does she do with them? We are learning to our bitter grief that it is not enough to receive them, to give them free air to breathe; they must be trained. The seeds of oppression and wrong sown in Poland and Russia may bear their bitter fruit fostered by our genial sun. The whole nation has been stirred to its very heart to see that this is possible. Given light and air, we had fondly supposed that anarchy and revenge would hide their heads and quickly die. And they will; the forces of good are sure to win in the end; and the costly sacrifice which has just been laid on the altar of freedom will hasten that end. But have we no responsibility? Should not the schools redouble their efforts? Should not the teachers of history especially draw lessons from the lives of patriots and leaders of the people which shall inspire a love of country, a pride in our native land, and a cheerful acquiescence in her laws? We are led by example rather than precept; and hero-worship is a safe channel for the youthful imagination. Cannot our best men be made to live again before the minds of school children to stimulate and incite them to the practice of their virtues?

You remember Browning's account of the chairs and tables his father piled together for the siege of Troy, set him atop for Priam,

. . . . called our cat
Helen, enticed away from home he said
By wicked Paris, who crouched somewhere close
Under the footstool, being cowardly,
But whom,—since she was worth the pains, poor puss,—
Towzer and Tray, our dogs, the Atreidai, sought,
By taking Troy to get possession of.

This taught me who was who, and what was what.
So far I rightly understood the case
At five years old; a huge delight it proved
And still proves, thanks to that instructor sage,
My father, who knew better than turn straight
Learning's full flare on weak-eyed ignorance.

This, indeed, is the ideal method, to capture the young imagination, to give it noble and fine pictures to dwell upon, to lead the child's mind to the perception of truth and beauty. With

the whole story of the world to choose from there can hardly be any lack of material. A wise teacher must select and present to his scholars what arouses his own enthusiasm. One fine spirit can literally inspire many others.

And if patriotism can be inculcated by a study of history, no less so can personal honor. Who can say how great an effect the romances of Sir Walter Scott have had in holding up pure and true characters to admiration, and in exposing the futility as well as the evils of a career of duplicity and deceit. The modern historical novel, with its quicker movement and more terse style, fulfils its object in presenting a living picture of the time no better than the more leisurely tales of the great northern writer. Our own American historians have told their stories without the adventitious aids of romance, and yet have given us fascinating books, full of the deepest interest. The pages of Parkman need no embellishment of fiction to hold the closest attention. Scholarship and beauty of style are both exemplified by Motley, and John Fiske presents us one leader after another in clearly defined and exquisite portraiture. Surely from these storehouses our young people have treasures the value of which they have not fully appreciated; examples of right living and high thinking which should become part of the mental furniture of each scholar.

But to come to a more particular consideration of the effect of historical study upon character, I should say in the first place that it demands absolute accuracy. Even if historical study is pursued in the old dry-as-dust fashion, this mental habit must be fostered. There are still some people who regard long lists of the kings of England and a string of dates as being the sum of historical study. Partial as this view is, it has an element of truth, for the dates are pegs to hang our hats on—are very necessary for all subsequent and wider study. And learning them is good mental discipline. This accuracy lies at the foundation of character. Truth, exact truth, in so far as it can be learned, becomes the aim of the scholar. The accuracy which historical study teaches is of especial value in such a community as ours, where the ordinary forms of speech run to humorous

exaggeration. Who has not seen a child puzzled by some fanciful speech of an older person, not knowing whether to take it seriously or not? Such surprising things are true, one cannot wonder that the youthful imagination will accept the wildest statements. We are as a people careless in our ordinary conversation, loving hyperbole and suggestion. This gives piquancy and flavor to our intercourse with each other, and is delightful as a play of fancy, giving a shining and a pleasant surface to society, but there must be a depth of current underneath these sparkling waves of thought, or the shallows become painfully apparent. A sound and accurate basis of fact is the first and foremost contribution which historical study makes to the cultivated man.

To the accuracy which such study teacher, perseverance must be added. All study, no matter how delightful, has its drudgery. We must pursue for the sake of the end in view very often, not for the pleasure of the immediate moment. This is hard to make a child realize. He must simply do the work assigned him obediently, leaving the end to be gained out of sight; an end which his parents and teachers can appreciate, but which he cannot yet see. Accuracy and perseverance must enter into all study, but without them historical study is impossible. These two are certainly moral qualities most desirable to foster, most essential to the growth of a strong character. And with these two comes the use of the imagination. In childhood the imagination is particularly strong. A little child often has no idea of what we call truth. The external world has not yet become real. Its own thoughts, its own fancies are quite as real to it. The distinction between "I did" and "I thought" does not yet exist. The external world takes hold slowly. This power of imagination which a child has can be trained and developed, and there are few better ways to do it than by historical reading. Here a basis is given for the play of the imagination. The child is not allowed to dissipate his fancies; there is some solid foundation; his thought, like a falcon, is held in leash and sent after its quarry.

These qualities of accuracy, perseverance, and proper control

of the imagination all come into play at a little later period of historical work from that of which I have just been speaking, when a student is able to take up a problem for himself. It seems to me a most valuable thing to have a young student see for himself the sources of history. This can be done in most of our New England towns by an actual visit to the town record office. Dry and musty papers which are so dear to the heart of a historian may seem very prosaic and trivial to the young student ; but give him a problem to work out, and let him find the real uses of the papers, and they quickly acquire a charm, and open the recesses of the past to him with an enchanter's wand. In one school I know distinct problems have been set in local history—as to the existence of slavery, for instance, in that particular township; an inquiry as to the methods of apprenticeship, or the export of certain crops could be made, of which records can be obtained in the office of the town clerk. The records that I am most familiar with are in the keeping of a town clerk elected to that office for many years, so that he has a personal pride and delight in the work. Nothing is more interesting to the young student than to be allowed to take down a volume of records of the eighteenth century kept in the fine clerical hand of the period, and under the legal phraseology and cumbersome repetition of names to discover the truth for which he is seeking. In this particular record office there are deeds of gift from Samuel Sewall to the town, and I never shall forget the delight with which the discovery was finally made of the actual site and the actual conditions under which the meeting-house lot was presented to the town.

In all such study the qualities which I have spoken of, unflinching accuracy never passing beyond the bounds of truth, steady perseverance to pursue the end sought ; and then a trained imagination enabling the student from bare facts to reconstruct the past, to form some rational theory as to why the man who made the deed did so, what his motives must have been, and how the final act was accepted by his neighbors ; all this involves and implies high capacity, and moral as well as intellectual power.

The traveler in foreign countries notices this pride of locality. What Scotchman will not tell you the story of a border warfare or some midnight raid? How the Rhine teems with legends and tales of barons and knights! How replete is the storied land of Italy with interest and tales that appeal to the imagination! Our own history, so far as it concerns the occupation of America by the Caucasian race, is brief, but it has its heroic episodes, and one of the great missions of the history teacher is to gather from this story. Unfortunately, where there is short continuity of family life, tradition, and legend, the penumbra of historic fact, is sadly interrupted. It is this which gives poetry and charm to the life of a people. We, in New England, are far richer in this respect than any of our neighbors, with the possible exception of the Virginians. Here the bond to the old country is strongest; here the very names of our towns recall the counties of England; Gloucester and Plymouth, and the west country names appear on our barren east shore. By no great stretch of the imagination we find our places in our English homes as well as in our homes of New England, and I would caution our teachers of local history to try to make this connection. Without this we are in danger of regarding ourselves too much from an isolated point of view; we become excrescences on the growth of the world rather than an integral part of it; an island set in the world's current, rather than a contributing stream. And in magnifying our own local history, let us not forget the general history of our country. While the Revolution was being fought on the eastern coast, a peaceful revolution was going on in the west, on the slopes of the Pacific, where the olive and the orange and the vine were being planted by pious hands, and a peaceful and mighty revolution in the old order of nature was taking place. When the Pilgrim fathers were landed in the East, already Spanish missionaries had penetrated beyond our present southern border, and were scattering the seeds of Spanish civilization in what was to be our great western country. A little later the French came down from the North, meeting the civilization creeping up the great river, the artery of the new world, so that from many and diverse sources

our present civilization has grown. New England was an important factor in this, but it becomes us New Englanders to be modest and recognize the origin of the other streams which have poured their life-blood into our present commonwealth.

In addition to the mental training to which the study of history should contribute, there are other great moral lessons which it should teach. First, I would mention that the study of history inculcates the rule of law. Any wise study of history cannot fail to bring out in bold relief the necessity and wisdom of submitting to law, and the inexorability of the law itself. Consequences follow unerringly upon the breaking of any of the great laws. Marie Antoinette was beheaded. This in itself is an isolated fact without special significance to the young student's mind. Let him inquire into the causes of this event; let him understand something of the condition of the French people before the Revolution—of their rights trampled upon, of the arrogant assumption of power by the nobles—and he will see that some such fact as this was the logical outcome of the conditions; that the great law of the sovereignty of the people must assert itself; that it could not be kept under. There have been triumphs of injustice, there have been times of terrible misrule, but the reign of law has been vindicated, the results of anarchy have been overthrown.

And in a country like ours, reverence is another virtue which history teaches us, and which we are in especial need of learning. We are apt to see the humorous side of things too clearly. The typical American hides his feelings under some light and flip-pant exclamation. We are hardly old enough yet to dare to be as reverent as we truly are. It takes poise and security of one's own position to be absolutely simple, for simplicity, far from being the simple thing that seems, often comes to us through complexity. It is history and historical study which should teach us reverence. For is not reverence at the foundation of all respect? To respect the rights of others which lies at the foundation of all true democracy, one must have a reverent spirit, a spirit which can see and revere all that is good and right, though presented in very varying conditions, and with no adven-

titious aids of outward circumstance. "A man's a man for a' that" lies at the root of free institutions. In respect for the life of men, in reverence for the aims of the spirit of man, history is best qualified to instruct us. It is the life of the great men who have gone before us which is our greatest inspiration. Their life and their character still live in the world. We who have come after can only accept what is good in them with devout thankfulness, and try to imitate their virtues.

And the highest and best of all the teachings of history should be reverence for truth. Truth is so many-sided; she veils her face behind so many veils. But what can be more inspiring than the search for truth? As we see a little further, as we redouble our efforts to find her, do we not receive the highest reward and the highest incentive to our study? The whole of life is so closely woven together that what seems an isolated event is of vital importance and connection with what goes before and what comes after. To see a little farther, to trace some unknown connection, what greater reward can any study offer, what higher satisfaction? As the painter before his landscape sees more and more of beauty, as to his trained eye the shadows become full of living color, and his subject glows with more than the light of day, as exquisite relations and unseen beauties reveal themselves, so with the historical student. The period of his study becomes vital with living interest. Facts group themselves about the central events, side lights are thrown by contemporary documents, truth becomes more lovely and more alluring as the ultimate foundations recede before the eager search, and hide themselves in the mysterious recesses of the human will. But to gain one little point, to establish one small link in the great chain of the growth of the world, what delight can be keener, what quest more honorable? For "what has been ever shall be," better, larger, more inclusive. Good in by-gone days may not be just our good, but its quality cannot change, though we spell it differently. We must be saved because we cling

To the same, same self, same love,
Same God; ay, what was shall be.

It is the passion for truth which is the scholar's passion, and the promise of truth which is the scholar's highest reward. If we look for truth in times that have gone by; if we look for it in the history of our own place and our own local habitation, shall we not reverence it more and more in our own lives? Shall we not appreciate that we too are making history, and that we must make it on the side of righteousness?

Is this too much to expect of the study of history? It should give a background for the whole of life, it should furnish a working theory of the advance of the world. It is not a fixed science; constant contributions are made to it by research and by philosophy. New schools are constantly arising among its votaries, but its basis is on fact, and its growth is the growth of the life of man. It teaches us great lessons, lessons at the foundation of right thinking and right living, the immutability of law, reverence, and the love of truth. These are lessons worth the learning, lessons which carry their reward with them in the promise of future growth and achievement. These are lessons woven into the very texture of freedom, without which there can be no stability. "Ye shall know the truth, and the truth shall make you free."

HOW FAR IS THE PRESENT HIGH-SCHOOL AND EARLY COLLEGE TRAINING ADAPTED TO THE NATURE AND NEEDS OF ADOLESCENTS?¹

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THE remarkable advances made within the last decade or two in our knowledge of adolescence are marking an epoch and are destined to radically modify our ideas of secondary and, to some extent, higher education, and in the near future to revolutionize some of the tendencies now dominant. The teens are the age of acquisition of the later and more precious stages of human development, because in them man is more radically differentiated from animals. It is precisely these, unfortunately, that may be most easily aborted in their nascent periods by a little overwork, worry, exposure, deficient food, and other causes which would not affect the earlier stages of growth. Before this period children need much drill, habituation, authority, and memory work; but as adolescence slowly supervenes and boyhood is molted, the method of freedom and appeal to interest and spontaneity should be increased. Now the best things are springing up in the human soul. If there is any genius or talent, enthusiasm for work or for ideals, they begin now to be felt. It is spring in the soul. If the race is ever to advance, it will not be by increasing average longevity or directly by enriching the last stages of life, but by prolonging this period of development so that youth shall not die out and its zest and enthusiasm grow pale.

This brings me to the single point in this wide field of which I would speak today. There are two standpoints from which everything can be regarded—the logical and the genetic. One is the method of system, and the other that of evolution. One develops; the other organizes. One is more dominant

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in the biological and the other in the physical sciences and mathematics. One looks more at form; the other at content. In studying the soul one seeks to explore and schematize the adult mind; the other cross-sections this method and considers the psychic functions of animals, children, savages, and defectives as well. The man who is most developed himself, or in whom severe illness or conversion in a too drastic, literal sense has made some break with his past life, is most liable, without special studies, to forget that growth is the one and only test of values in the world of education in its largest sense, and that even church, home, and state, as well as school, are to be ultimately measured only by their making an environment in which man can attain an ever higher and more complete maturity. The great organizers in education, therefore, are constitutionally in danger of distrusting youth and their endeavors to be one-sidedly scholastic; while those whose watchword is development, and who believe in nature and seek first of all to have the warrant of her great push upward behind them are paidocentric, and hold that everything in the school—buildings, topics, and methods—were made for youth, and not *vice versa*. Logic has no place for interest, and deems it, if not merely a convenient expedient, something not essential and organic; perhaps dispraises information topics or subjects, or thinks all alike educational. The latter regards knowledge not as an end, but as a means to larger living; would conserve the child in the man; holds that studies in which there is no pleasure can have only limited profit; and appeals for its sanctions to the biographies of the great leaders in the world of learning. The logical standpoint persists in the methods of drill and training proper for childhood and the stage of apprenticeship to authority; wishes to cultivate exactness and accuracy before its time; and has had much to do with the sad fact that the American high school, despite the rare opportunity that has come to it above all European systems, that its beginning marks the dawn of this critical age, has remained more oblivious and unresponsive to its nature and needs than perhaps any other institution ever devised for it. We teach Latin, but ignore the fact that in ancient Rome

all educational lines converged to the youth of seventeen and diverged from him. Our Greek scholars have not profited from the fact that no race ever knew youth so well, loved and idealized it so strongly, and kept their own life and history the best illustration of the eternally youthful in art, letters, and institutions. We teach the history of education and pedagogy, but forget the fact that it began at this period, when nature almost reduces the psychic life back to infancy and then widens upward toward the university and downward toward the kindergarten, in almost exact proportion, as civilization advances. We place perhaps the most trying of examinations, of a kind that cultivate the memory pouches, just at that age when teaching should be suggestive, so as to sink deep, as if trying to cultivate the power of rumination instead of the ulterior processes of assimilation. We make too small appeal to the imagination at the age when every youth should be an idealist, if his soul is not made sterile, and incessantly analyze to secure so-called formal discipline, just as Aristotle says the mind totalizes, wants the largest wholes and great principles, forgetting that mental, like dynamic energy, must be developed over a large surface in order to be applied at a small one, and that the prime thing at this stage is to train character, to awaken, to graft interests, to give range and loftiness of sentiment and of view, and that the Greek teacher of youth chose to be called an inspirer.

From the genetic standpoint, let us now briefly consider a few high-school topics.

Physics, *e. g.*, was selected as one of the representative sciences and has had the benefit of the best fostering care of colleges, both in the prominence it has had among entrance requirements and the rare care and ability with which its subject-matter has been wrought over in text-books and courses, so that everything that expert knowledge and the authority that works from above downward, reinforced by the advocates of unity, system, and enrichment could do for it has been done. Yet in the country at large, from the year 1893-4, following that of the publication of the Committee of Ten, when 25.29 per cent. of all the secondary students in public high schools in the country

were studying it, it has steadily declined to 20.20 per cent. in 1898-9. Nearly half this number is girls. The relatively progeessive neglect of physics in the high schools is also widespread among colleges, which President Eliot notes with sadness in his report, but does not explain. As this subject was selected as a typical science to lead the movement for introducing others, this result is especially deplorable for the new education in science, and has given the advocates of Latin, mathematics, and modern languages, all of which have increased in the same period, grounds against the introduction of science in high schools, which some of them have not been slow to use.

From questionnaire and other data it seems to me plain and certain that the trouble with physics is simply that it has failed to take account of the nature, needs, and interests of high-school boys and girls. The text-books in physics are essentially quantitative and require great exactness, and are largely devoted to precise measurements. The topics are admirably chosen, and in their logical sequence perhaps the best from the logical standpoint, and they are such models of condensation and enrichment that it seems to the organizer almost perversion that our youth pass it by. But boys of this age want more dynamic physics. Like Maxwell, when a boy, they are interested chiefly in the "go" of things; those with aptitudes for physics want and need wide acquaintance first with tops, kites, and other physical toys, then with clocks, dynamos, engines, machinery, with some experience in running it and using tools; in looking into, taking apart and putting together almost anything that will go. Moreover, exactness comes relatively late in the development of the youthful mind as it did in that of the race, long after interest in general principles and especially forces.

The normal boy in the middle teens is often a walking interrogation point about ether, atoms, nature of electricity, X-rays, motors of many kinds, with a special gravity of mind toward frontier questions where the great masters know as little as he. He would like to see hundreds of demonstrative experiments made in physics and the liberty to repeat most of them himself, without being bothered about mathematics. Moreover, he has

a veritable passion for brief stories of great men. The heroology of the history of physics, if rightly applied, might generate a momentum of interest that would even take him through the modern course. He is essentially in the popular science age. He wants great wholes, facts in profusion, and very few formulæ. If he has had the very rare good fortune to have all this in the home environment of perhaps the son of a professor of physics beforehand, this course would be well. But as it is interest wanes, not so much because the work is difficult, as to a mind scantily furnished it seems dry and formal. If the course is taken to the end, there is more satiety and fatigue than hungry curiosity about it on entering college.

The whole story of physics suggests the old tale of the duck farmer who was also a chemist, whose researches showed him conclusively that one thing that would fatten the eider duck most cheaply and rapidly and give its flesh a delicacy that no epicure could resist, was celery; but when his duck farm was finished and complete he found celery to be almost the only thing that his fool ducks could never be induced to touch. So all the educational legislation and curricularization in the world will forever abort if it does not take careful heed of the interests and capacities of pupils. It was perhaps one of the most eminent physiologists of the last half century who after long study thought he could artificially digest certain foods in retorts so completely that by injecting the pure chyme of it into the aorta he could dispose with all the preliminary stages of digestion that were performed in the alimentary canal, and by thus freeing the energy so used for culture could mark a far greater epoch upward in the race than that caused by the descent or control of fire and by cooking. Fortunately, he tried his experiment first on dogs, rabbits and guinea pigs; for all died of too much richness and condensation.

In 1899, 239,981 students in American public high schools were studying Latin, of whom 47.55 per cent. were male and 52.45 were female. The increase from 34.69 per cent. in 1890 has been quite steady. In the eight years preceding 1898, while the total high-school enrollment increased 84 per cent., the pupils

in Latin increased 174 per cent., or twice as fast. It was taught in 4,706 of the 5,495 public high schools in the country and taken by 16,672 more students in 1899 than in 1898. This is all the more remarkable when we find that the proportion of high-school pupils in the country, who are reported as fitting for college in any grade, has declined from 14.44 per cent. in 1890 to 11.54 per cent. in 1899; that in Massachusetts, where there are 13,563 high-school pupils the first year, there are only 4,655 who enter the fourth year, and in 1899, 818 who went to college, or an average of about $3\frac{1}{3}$, were from the 244 Massachusetts high schools. While we have no direct statistics upon that subject, it is plain that the great majority of those who begin Latin in the public high schools not only do not enter any higher institution, but do not graduate from the high school. In Massachusetts only half those who enter the first reach the third year, and only a little over one-third of them reach the fourth year. It would be interesting to know, what I can find no statistics to tell, whether it is not mostly these embryo Latinists who drop out limp, discouraged, and disappointed. This fact constitutes an extraordinary situation, which classicists think a triumphant vindication of their claims of the inherent culture power of Latin, which the public at last recognizes, and a defeat of those who would establish science. It seems a victory of the old college idea. Some Latinists take bolder and more advanced grounds and agree with Bennett, who urges that language is the supreme instrument of culture, and Latin is the supreme language for education. Whereas Latin was formally defined as a good thing to know well, Bennett argues that its best use is for those who go but a little way in it; that it is a better drill in English than English itself, and better than French and German, because these are so soon and easily acquired to the point where they are read without translating as we go along into the vernacular. Just as soon, he says, as the content dominates words, "the mind is carried away by the general sense and the details and shades of expression escape." The end is linguistic, not literary; thought must not move too freely in the new language; proficiency in it must not go too far; and even after we know it pretty well we must persist

in translating into English as we read. The highest value of this choicest topic is not only for beginners, but, says Bennett, for those of average ability. Only for those exceptionally gifted is the study of the mother tongue alone sufficient, and its educational value cannot be secured by those much below the average ability. If this is not so, he says tens of thousands of high-school pupils are making a prodigious and most wasteful error, and the sooner we recognize it, the better for our civilization. This latter alternative, I deliberately believe, and hold that the modern Latin craze is calamitous to the point of pathos, especially in view of the urgent need of other topics.

The facts needed for a full explanation of this rage for Latin are not all yet at hand; many of the causes are external; in some high schools Latin is required for the first year or longer; in others strongly advised. Again, as the high school in a sense sprung from the old Latin school, it still means Latin to a large part of the community, most so it appears among Roman Catholics, and there are many indications that the percentage of girls studying Latin will soon exceed that of boys. Latin, too, has acquired much momentum by inheritance from the old but often defunct English grammar with parsing and analysis. Those who hope and wish to teach find it next to algebra the safest investment, and it is the best students who hope to teach. Again, it is one of the cheap subjects to teach, especially as compared with science, and Latin teaching is more open to women than science.

The chief cause, however, I believe is its prestige and tradition, which are prodigious. This superstitious reverence of Latin has a second illustration in the autobiography of Booker Washington, who says that during the reconstruction period from 1867 to 1868, the colored people had two crazes—to know the classical languages and to hold office. It was felt, he adds, that “a knowledge, however little, of Latin, would make one a very superior human being, bordering almost on the supernatural,” and he conceives a large part of all his own mission among his race to be the overcoming of these two passions. Latin is or has been so inexorably demanded by the college gatekeepers that to

omit it on entering the high school has often meant to abandon all chance of going to college, however faint the prospect be. So thoroughly are even public high schools permeated to the saturation point with academic interests that work from the higher institutions downward, and so as yet unformulated and dumb is the sentiment of the people who founded and supported the public high schools to fit for life instead of for college, that perhaps nothing in our whole system of education better illustrates how extreme one tendency may become in a transition epoch before the inevitable reaction.

I will not raise here the ghost of the old discussion which has raged about the classics, but I do protest that everything we know of nature and needs at this age cries out against making the early stages of Latin, for those who will soon drop it, the best study they could select, and I urge that this new craze for Latin rudiments involves losses no less than tragic, whether we consider the arbitrary and conventional reasons of choice, the purely formal nature of the training just at the age when the soul most hungers for substantial courses now so well supplied and which are so much better for all that great majority who enter the high school and leave before graduating.

The careful recent studies of truancy and runaways show that most occur in the early teens and are due to unconscious hunger caused by bad home dietaries; so I am convinced that mental mal-nutrition, thus caused at the age when the appetite for content studies is at its height, by thus offering a stone to those who cry for bread, is responsible for the rapidly decreasing numbers as we go up the grades of the high school. While the influence that has lately worked from above downward has done great good in many ways, I believe that we have here one of the worst results of the invasion of the high school by the college, which began with the report of the Committee of Ten, with its crude and obsolete faculty psychology of culture values and its complete ignoring, not only of every genetic principle, but even that there was a genetic standpoint, and culminated in the able but perverse and unpedagogical arguments of Bennett.

Moreover, as compared with science, Latin is not only cheap,

but an easy subject to teach. In few branches does a little knowledge go so far with a teacher, and in few can it be used in such an imposing way to drill and break in boys on a small capital of knowledge on the teacher's part. We have here hardly raised the practical question of the Frankfurt method of teaching a modern language a year or two before Latin, which one of its German advocates states brings boys of the same age as far after two as formerly after five years of study of it. I plead for the great majority who begin Latin and abort at an age when use and pleasure should be more associated than they are here, and for an education that means growth, in the sense of laying down tracks over which more of the traffic of later thought and life will go. If it must be that the great majority who begin the high school do not finish, instead of focusing our energy upon the few who get to college, we must so teach that pupils will be best fitted to leave at any time; or, if they do leave, shall not do so because they are gradually disenchanted by difficulty or aridity, or grow restless because they find other things in their new horizon more interesting, or have growing confidence in their own powers of choice, or are discouraged at the vista of years of work for which they have lost heart, and so, without fully knowing the cause, life attracts them more and school less, till, in Chinese phrase, they "lose face" and fall out, when if, as Professor Hanus well desiderates, the life of the community had vitalized the school, the moral waste of abandoned beginnings would have been saved.

English properly outranks all other studies, being often required of all, throughout the entire high-school and early college course. No topic counts more points in examination; often the English of papers in other subjects is considered a part of English, and marked deficiency here debars from all courses. But the first great violation of nature's law of mental growth here is that form not only precedes but outranks content. The Cornell catalogue typically states that "in every case the University examiner will treat mere knowledge of the books as less important than the ability to write good English," and most colleges lay great and expressed stress upon spelling, grammar, a

knowledge of sentence structure, punctuation, paragraphing, etc., while rhetoric and style are excessively and prematurely emphasized, and the study of English literature often comes only in the last year or two of the high school. The college task-masters are themselves often stronger in English philology than in wide and sympathetic knowledge of English literature, or at best, are more critical than creative, fonder of minute and careful reading of a few masterpieces than of wide, general knowledge which the youthful mind chiefly seeks, and this is reflected in the copious annotations and the text-books. Whenever this method really takes root, and it rarely does in the youthful mind, we see its results in the ultra-fastidious effusions of the best writers for college journals, whose art culminates in the over-refined elaboration of some petty trifle, all form and no content, of a kind which constitutes so many of the illustrations of decadence cited by Nordau. The old slogan is that, if anything is done at all it must be done in a minute and exact way, and the prim and precocious proprieties of Addisonian syntax are rated higher than the more unconventional virility of a Kipling. The progressive feminization of the high school is perhaps also seen in the standardization of Tennyson's "Princess," much of which the standard boy of the middle teens regards as saccharinity ineffable.

How different all this from the standpoint of those who believe in consulting human nature and needs. On entering the high school the average child has essentially passed the stage of juvenile reading. Animal, detective, wildly romantic, and outlaw themes are on the wane, but there is a rapid rise of the curve of normal interest in travel, biography, exploration, adventure, literature with abundant action, perhaps dramatic, but always somewhat exciting and adventurous. Every census, now scores in all, shows that in the early teens there is for the average child something of a reading craze, as if now for the first time the mind took flight in the world of books. More are drawn from libraries; more pages and more varieties of themes are sampled than at any other period up to perhaps the middle of the college course. The youth has a passion for reading

things somewhat beyond his own experience. It is the age when Edison resolved to read the Detroit Public Library through, and read twelve solid feet, and then, as he says, stopped reading forever. It is, however, the reading of the prospector and not of the minor, the age of skipping and sampling and pressing the keys lightly, until something absorbing is found that feeds the soul. Girls, who always read most poetry, not only like most that boys do, but exceed them in preference for books by woman authors which boys eschew, also in those which center in domestic life and with children in them; and only after considerable experience with this freedom does any natural sense of style arise, or any strong impulse to express some embryo content of the mind, which is the bud of literary activity. School pressure has had much to do in either suppressing or arresting this passion for reading by hastening to control or direct it, or develop a critical state of mind that suppresses the creative impulses that are now putting forth their first tender buds.

Again, at no stage and in no department of psychic life are the receptive powers so far in advance of those of expression as here. Plasticity is at its maximum and utterance at its minimum. The mind is a sensorium, responsive to everything in the environment, but the very abundance of traffic inward obstructs the outward currents. Boys especially are liable to be dumb-bound, or almost aphasic, save in their own vigorous and often inelegant way. So many new things are reverberating in the new life to which the soul now awakens, that nature prompts a kind of modest reticence for which the deflowerers of naïveté of the callow, ephebic soul should have some respect.

Again, good English really lives on the short circuit from eye to tongue, which is, we know, many ages older than the new long circuit eye-and-hand method of Cadmus, which the best historian of French literature well shows that its golden age was when conversation dominated style and the worst when people talked bookishly. Children in school cannot all talk at the same time as they can all write or read at once, so that the old method in literature of oral transmission before printing arose has turned school-work so largely to writing that the graces of speech and reading aloud and story-telling are too often subordinated.

I doubt if among all the recent triumphs of the uniformitarians any has been worse than marking off a definite quantum in this great field, or more violence done to both the subject and the youthful mind. The wide acceptance of these requirement books and authors marks, I believe, a pedagogic decadence, which in a future far nearer than we dream will be pointed out as the low water mark of English teaching which the last century can show, and as one of the most disastrous triumphs of mechanism and convenience over mental needs. Some universities hold out againts it, like the Stanford, which offers five large groups of books and authors, including even the gospels and parts of the Old Testament, from each of which the teacher may select any one or more, and not only that but any substantial equivalent of this will be accepted, the university freely undertaking all the additional labor and setting and reading papers in some way, which must make the over-organizers gape and stare. We cannot, perhaps, so at least the great variety of choices of the hundred best books indicates, even reach anything like a biblical canonization of the things really best and most classical for youth and have a school Bible, as a late English writer wishes. Whether this great task was considered or even seen by our English committees, I do not know, but we have a most suggestive approximation to it in the new *Deutsche Lesebuch*, by Hopf, Paulsiek, and other secondary teachers of German, in nine volumes of over 3,602 pages, published during six years ending in 1898. The page is large; the type is a model; and the paper and binding so cheap that each child can own his library. The work begins in octavo, and in the lower grades great prominence is given to saga, legend, *Märchen*, fables, proverbs, hymns, a few prayers, Bible tales, etc. Every department and period of German literary history, from the Niebelungen down to a few living writers, is drawn on. Many careful digests of great standard works embodying salient phrases and quotations from the original, epic, lyric poetry, exploration, adventure, biography, and even jests and humorous tales, which, it is explained, must all be read as a part of the course in English with a little of it studied in detail and memorized—all this marks a new and important

step toward the practical solution of the great problems of language and literature in secondary education, which should be pondered. It is no mere aimless anthology or chrestomathy like Chambers' *Encyclopaedia*, but is one of the best products of prolonged and concerted study of how to best draw upon all the sources of a great national literature in a way to best feed each nascent stage of later childhood and youth, so that profit and pleasure are best combined and so that the chief end of reading for the young, which it should not be forgotten is primarily ethical, is not ignored, and the literary instinct is allowed to irrigate a wide field instead of encouraged to cut a deep cañon and leave desert plains on either side.

I have no time here to speak of algebra, almost purely formal, nor of other topics which I shall speak of later, but pass finally to the question—what are the causes of this pedagogical decadence? First, I think we must place the iron law of maximal ease which has made sophists, literalists, methodasters. To drill and break in the youthful mind is easy. Under no conditions can a precisian so dominate as at this age, when the soul cries out for wholes, not details; for facts, not formulæ; for crude masses of information, not for accuracy or analysis; for growth, not for logical order. Wherever we insist upon accuracy and finish, we are forcing nature, which decrees that youth should be kept plastic and growing. This evil is directly as the teacher's ignorance. Inadequate knowledge on the teacher's part is the chief high-school evil which instinctively seeks shelter, dignity, and ease in formalism.

A second cause is lack of knowledge of the nature and needs of youth and the laws of mental growth. Our colleges and universities have not cultivated the true psychology of education, which is essentially genetic; and our academic chairs in this and allied departments, while often filled by men of the highest ability, whose achievements have justly won wide recognition, have persistently maintained toward genetic psychology, which is only the higher evolution entering the field of mind, the same attitude of indifference or even hostility that Agassiz maintained toward evolution. The analysis-plowing and cross-plowing of

the adult consciousness, of late so overdone, can, as has been truly said, render little service to teachers and may even do them harm. But without knowledge of the later genetic stage of adolescence, teachers are handicapped by an ignorance which hinders much of their best work, at best provincial, because failing to recognize that the cultivated adult of today, whose mind is so overstudied and overexploited, is only a single stage of the development of mind in the world. Introspection even aided by new laboratory methods, can never restore the lost or losing ideal of the possibilities of adolescence, which has a new message of humanism to the world of education from a source richer and more original than that which was opened to the teachers by the Renaissance. It reinterprets and enlarges all traditions of liberal education by insisting that the only way to fit for the next stage of training is to exhaust the possibilities of the preceding stage, and which would supplement knowledge and love of subject-matter by that of youth, devoted ministry to which makes teaching, as it always is at its best, the lasting and crowning manifestation of the parental impulse.

Third, the most important principle of the Committee of Ten is that the subjects should be treated alike for those who go to higher institutions and for those who do not. Only if these two classes of pupils differed very widely in ability would this principle be false; all admit that each topic must be treated in a different manner in schools for subnormal children just as all buildings cannot be begun in the same way. In a large and general sense, I believe it is profoundly true, but has nevertheless done incalculable harm and has been calamitous in its results. First, because, through no fault of its literal form, it has been very widely understood by parents and pupils to mean that the best way for all to begin in the high school is to start to fit for college, and that thus least will be lost and most gained even if they never get there. Thus certain topics are begun and arrested before they have been carried far enough to yield practical results for life, such as could be secured by less proficiency with other topics. Secondly, it has been calamitous because often associated with the absurd postulate of the equal

educational value of all topics if taught equally well. This is almost the apotheosis of formalism against content-studies. It has affected the choice of topics unfavorably, and is one partial cause for the excess of Latin. But, third, the chief harm of this dictum itself is that it has reinforced the assumption that the methods and subjects in vogue for those who go to college are the best. It is true that all topics should be treated alike, but the methods should be genetic, while the dictum has reinforced the logical method because it was in the field and sanctioned by the colleges, whose methods when transferred to lower adolescent stages do them great violence. By thus laying excessive stress upon the logical, scientific methods, fitter for college than high school, and discrediting everywhere genetic methods, incalculable injury has been done, whereas if these latter had known and recognized as normative and the principle of like treatment had diffused and reinforced them, good and not harm would have resulted.

Lastly, we have in this field to face great and growing dangers that threaten the dignity and independence of secondary teaching, which must know, be, and do things that higher education knows not of. Thring, Arnold, and the founders of *Schul Pforta* did not owe their eminence to their success in meeting requirements of universities, because in most European countries entrance examinations in our sense are practically unknown. The high-school teachers are now exposed to dangers akin to those of small merchants who drift to great department stores in the city. They become clerkly, like office lawyers working under orders. They seem content to sit as lay figures in the councils of their own government anxiously awaiting the assignment of their stint with the spirit of faithful and devoted servants, honored by the confidences of their masters. In France, where over-organization has done perhaps chief harm, it was lately seriously proposed that they wear a uniform or livery. In England, Germany, and France, where the universities all once conducted entrance examinations, they were long since essentially abolished. Even in England, that land of examinations, they were given up in the second quarter of last century according

to Mark Patterson, because they could not be made adequate tests of power, and in Germany and France, because of the increasing power of trustworthiness of teachers in the secondary schools. The present, almost feudal, dominance here of colleges or universities over the work of this grade is something that in its methods is without precedence in other countries or in the history of education. Many high-school teachers in the Middle States and New England are ready for the mere convenience of fitting for one examination of a joint board, instead of meeting the differing requirements of college, to sell their birthright and independence. High schools and their pupils have doubled within the last decade and are now over saturated by college interests, because these were more alert and first to assert themselves in the new and widening high-school field. When the public high school really becomes, as it surely will, the people's college, permeated with the ideal of fitting for life, which is a very different think indeed from fitting for college, then secondary education will become truly democratic; it will have plenty of local color and fitting for colleges will become, as President Jordan well says it should be, a mere incident. The public high school will say to the college, fitting is not our chief business; you are not our pace-maker; our business is to do the best we can for you at this stage; take our finished product or leave it, but if either of us bend, it must be the college.

The greatest need of adolescence today in New England is another association of public and English high-school teachers, working independently of the college and in the service of the great public that supports the high school, interpreting its needs and striving to fit for life and not for college. Without some such new departure the work of this association, which has done so much good, but in so much of which we hear the jingle of the keys of the college wardens, will grow still more one-sided and its work be still more overdone. Such a high-school renaissance would show no longer an increasing number of male teachers, who drop out because they cannot be true to their own convictions in a noble, manly way. It would bring to the front a class of high-school leaders less supple and less servile, and more

devoted to do their best to develop youth at a unique and most critical stage of life, and free this work from the dominance of college professors, who would do more for science if they gave to productive research in their own departments most of the time, now often worse than wasted in dictating to high-school teachers and increasing the now excessive number of high-school text-books, and in other ways recruiting for their college.

THE PRESIDENT.—The discussion of Dr. Hall's address, according to the announcement on your program, will be opened by President Eliot.

PRESIDENT CHARLES W. ELIOT, of Harvard University.—*Mr. President, Ladies and Gentlemen:* With the greater part of what President Hall has just put before us in so interesting and instructive a manner I cordially agree, so much so that it would not be interesting to you if I should survey at all the greater part of his lecture. I should have to repeat constantly phrases of complete agreement. I had hoped to have an opportunity to study beforehand what President Hall was going to read to you this morning, but as I only received a brief abstract of his address this morning at a quarter past eight, I have been unable to make that careful preparation which his own reputation and this audience would otherwise have required of me. I must, therefore, limit myself to comments, spontaneous comments, upon the few points touched by President Hall with which I do not find myself able to agree.

It was an admirable description of adolescence which President Hall put before us. He described that wonderfully fruitful period of human life with an enthusiasm which I am sure we all shared; and with every word of what he said in that connection I felt the most cordial agreement. Nevertheless, I must confess to some misgivings with regard to the existence of any well defined period in the ordinary span of human life, of any period which can be given a beginning and an end and be said to have remarkable characteristics of its own. I noticed that President Hall believed in a definite period which might be called boyhood, which period was well adapted to what he called habituation or drill, and that this period was succeeded by a period well defined in his mind called adolescence, and that this second was succeeded by a third period which might perhaps be called maturity,

itself well defined. Now, that is where I stagger in my effort to follow President Hall. I do not believe that there is any period of human life between birth and death which should be devoted to a process of habituation or drill; and I know no portion of human life less adapted to drill than boyhood. The adult is infinitely more capable of advantageous drilling than a child. Drilling is a highly mechanical process, intended to produce a mechanical end. It is at its best in a factory. Is a factory the kind of place which we think appropriate to boys and girls? It is at its next best in an army, and the object of drill in an army is that one man may be able to hurl a hundred thousand men at the peril of their lives in a given direction at a given moment. Is that an object which we set before ourselves as teachers? I am inclined, therefore, with deference, absolutely to deny that boyhood is a period characterized by the necessity of habituation and drill. I should reject both those operations as applicable—that is, fortunately applicable—to childhood, though I have to admit that in the infirmity of human nature a good deal of that sort of thing is now administered to children.

And now about adolescence. It is in Dr. Hall's mind characterized by an outbreak of the imaginative and instinctive powers of the human being. Perhaps it is characterized to the adult mind looking on by such an outburst, just as a peach tree in the spring is characterized to the human mind observing it by a pinkish, purple blow which appears, apparently, suddenly. Now it seems to me that the bloom of adolescence is no more sudden than the bloom of a peach tree; that it is long prepared, that every power which appears in adolescence to spurt forth, so to speak, has been long prepared. And I should not be able to say that a youth of sixteen or eighteen was more imaginative than a child of eight or ten. I have seen many children of eight or ten who were imaginative beyond anything that I could ever conceive of being myself. I have seen many children who were vastly more imaginative than many youths, adolescents, if you please, of my acquaintance. Whatever power suddenly appears in the adolescents must have been stored in that growing human being before, just as the bud on the peach tree stored the processes which flash upon us, to our great surprise and delight, the bloom, when the forces of nature make it time for the peach tree to bloom. I am not at all sure, further, whether the contrast which we observe between the rapid development of adolescents and the comparative stagnation of the age from twenty-five to forty-five, if stagnation there be, should not be looked at, not as proof of the

superior capacity of the adolescent, but as proof of the unfortunate stunting of the adult. It does not seem to me likely that God meant that mental growth should be slower after twenty than it was before. Is not the cause of the slower rate of development and production, as years go on, the morbidity of the older person, the stunting of the older person? By what? By the mechanical, unconstructive, narrowing effects of the indispensable earning of the livelihood. That is what stops growth in most human beings.

It is not then, I submit, sure that the adolescent period is a period of transcendent power. It may be that rapid growth takes place at that time simply because the human being is then freer to grow, freer to develop its native powers; and then as years go on the outer forces of the world check that growth, diminish that expanding power, and leave us all short of the promise of our youth. I say this because I have never been convinced that there were really clear, well-defined periods in human life to which different disciplines were to be accommodated. My fundamental belief is that love and freedom and the nursing of nature would make human life a progress, a growth, an expansion, a triumph, from beginning to end. I say this because I doubt the wisdom of attempting to accommodate methods of teaching to particular periods of the human infancy. I believe the methods of teaching should be all one, from the lap of the mother to the lap of the university.

The preamble of President Hall's address, interesting and instructive as it was, was followed by what most of us probably found more interesting, namely, his comments upon the teaching of certain subjects in secondary schools. I pass to that portion of his address. The condition of physics in secondary schools, as described by President Hall, must be decidedly deplorable. Is his description accurate? Has he got a real basis of fact? I am in position to see the results of the new training in physics as brought to us at Harvard College now for ten years past, from an ever increasing number of schools and in an ever increasing number of individuals. It seems to me that the results are highly creditable both to the schools, to the projectors of the methods employed in the schools, and to the individual pupils who bring to us the evidences of their attainments. So far as I know, the colleges that have really carried out a requirement in laboratory physics have never thus far expressed any dissatisfaction in the returns. At Harvard we have seen with great approval the progressive substitution of laboratory physics for book physics, which

has gone on continuously since the laboratory requirements were introduced. I have no doubt that the future will see a great improvement in the teaching of physics in the secondary schools, as also in the colleges. I have no doubt that we shall see better and better teachers employed for this purpose in the secondary schools. There has hardly been time enough yet to furnish the secondary schools with highly competent teachers of this subject. But I desire to express my cordial sympathy with what President Hall said of the importance of keeping before the pupils' minds not only the hero-ology of physics, which is a very interesting subject, but general principles and general results, and attending here, as everywhere, to the contents as well as to the method. I cannot agree with President Hall that qualitative experiments in physics or chemistry are better than quantitative for the youthful mind. The reason I cannot agree with him is this: I believe, and have long believed, that one of the things we need to do more and better in all our schools, primary and secondary, is to cultivate the powers of observation in the children or the youths. Now, quantitative experiments in physics train to a higher degree than qualitative the powers of observation.

English was the next subject on which Dr. Hall gave us some interesting observations. It must be confessed that the result of introducing elaborate training in English into the secondary schools and colleges is not yet satisfactory. Was it reasonable to expect that it should be? Twenty years ago there were very, very few colleges in this country that required any English whatever for admission; I think you could count them all on the fingers of one hand. The real question is whether the hundreds of thousands of American children now at school are getting a better knowledge of their native language and literature than they did forty years ago. I conceive that there can be but one answer to that question. They are getting a vastly better knowledge of their language and literature than their predecessors of the former generation. Again, I must say that I agree with every word President Hall said about the superiority of contents to forms in English instruction, and the inevitable tendency of the systematic teacher to dwell on the forms rather than on the contents. President Hall's criticism is valuable because he speaks so strongly of the superiority of the contents. But I know no clearer gain made by American schools in the last thirty years than the gain in the teaching of English; and I know no point at which American experience has been more perfectly brought to accord with the experience of the continental

nations of Europe in teaching their native tongues. We have never done in our country what Germany does for German, or France for French, or the Scandinavian peoples for their language, or Russia for Russian; we have never done it, and now we are doing it, and so we are coming into accord with the nations experienced in the development at home of the native language.

The main difficulty, in my opinion, about the teaching of English in schools and the results of that teaching, is due to this: When the teaching of the school in any subject is isolated in the life of the child, the reaching of satisfactory results in that subject will be slow. It will require generations before the best results of new experiments can be reached. So long as a child lives at home in an atmosphere of bad English, it will be very difficult for the American day school to make that child's English good, either in speech or in writing. You must have time enough to work upon the entire population in regard to knowledge of English before you can get really good results with the children of the day. It will be just the same in any other language—I might say almost in any other subject. It is extremely difficult, that is to say, to give a really high education to a child whose home conditions are adverse to a high education. Therefore, before we complain bitterly of the failure of the school to bring high results in English, wait until we have had time to affect deeply the American home.

President Hall found the Latin statistics of the last few years curious and perhaps deplorable. I am inclined to believe that the increased attention to the subject of Latin may be in part due to the large reconstruction of school programs which took place within five years after the publication of the report of that Committee of Ten of whose capacity President Hall evidently entertains no very high opinion. The general effect of those programs was, I think, to make more serious the studies of the American high school, and to limit their number, so far as the individual child is concerned. It gave the child freer choice of studies, limited the number of studies for the individual, and, to my thinking, made the high-school course for an individual pupil more substantial. One of its effects was, I think, to increase the attention paid to Latin. If one considers the rather limited number of subjects which it is possible to teach well, or reasonably well, in an American high school, one will hesitate, I think, to tell children that they had better not take Latin, if they are competent for Latin and take it of their own choice. We all perceived what an

immense importance President Hall attached to interest as the motive in study for children. He cannot possibly exaggerate the importance of that motive. But, unquestionably, within the last twenty years, the pupil in the American high school has had freer choice of studies, and one of the effects seems to be that more of them are interested in Latin. Are we prepared to regret that? Certainly Latin has proved itself to be an admirable method of studying language. Moreover, are we encouraged by what we have heard today to recommend the children to study English? Are we encouraged by what we have heard today to recommend them to study physics as now taught? I gathered that President Hall did not think well of algebra as now taught. It is almost impossible to believe that French or German as taught in the average American high school can be a better subject than Latin. What remains? What shall the child do? For one, I never should wish to take the responsibility of advising a competent high-school pupil who desired to study Latin not to study it. That is, after all, the practical point, ladies and gentlemen, as things are. Shall we advise the pupils in our high schools not to study Latin, or English, or physics, or algebra, or French, or German?

I come next to a few remarks on the labors, or rather the outcome of the labors, of the Committee of Ten. I want to say first that that committee had before it a practical problem, not a theoretical one. I shall have to confess at once that in the meetings of that committee I never heard the word psychology, or the word pedagogy, uttered; and I doubt if any member of that committee was affected in his labors by any psychological considerations. Their problem was an absolutely practical one. What can they recommend in the way of changes for good in the existing programs of American public schools? President Hall is precisely correct in saying that one of their principles, on which they agreed unanimously—and really it was a committee which represented a great variety of opinion and experience—one of the opinions on which they agreed unanimously was that the public high-school programs should make as little difference as possible between the studies of a boy or girl who was going to college and the studies of a boy or girl who was not going to college. That is a principle that I believe in root and branch, and hold to be a beneficent principle in the organization of American education. Perhaps I should fear to speak of any organization of American education; but, after all, when you have got millions of children to deal with, there must be some organization. I know no more fruitful or productive principle in the

organization of American education than that one, or one, in my judgment, more absolutely beneficent in the present, or more likely to be in the future, far or near.

What is the reason for these convictions? In the first place, there is the reason which the Committee of Ten gave in their report. Thousands of high-school pupils do not know whether they are going to college or not; therefore, postpone as late as possible that fateful decision, postpone as late as possible the forking of the ways in the high school. Carry to the college or the scientific school every child that can be led that way, and put no obstacle in the way till the latest possible moment, no obstacle created by a too early choice between diverging roads. In the next place, that principle is founded upon this conviction, that the distinction between training for college and training for life has no foundation whatever; therefore the training of a youth from fourteen to eighteen should be one and the same, whether he is going into college or going into business, that is, going to earn his living. The training should be as nearly as possible identical, because the college life is not different in the powers it calls for, in the motives on which it relies, from what we obscurely call life, that is, life outside the college. I have seen thousands and thousands of college youth passing through what we call a college, scientific school, or university. They stay there from four to seven years. The powers they acquire, the motives they exhibit, the characters they form, are just the same kind of thing that ought to characterize at the same age all the other youth, once their comrades at school, but now gone out into the working world to help the families to which they belong, or to earn their own livings. Human character in the college-trained person ought not to be a thing distinct in the least degree from human character in the laboring classes. The heights of human character are all one in level, in grade; they are not diverse. The intellectual powers which give success to a college student are just the same as those which give success to the manufacturer or the merchant. They are a firm will, good sense, alertness, industry, and high aims. After all, human beings, as they develop in the different careers of the world, manifest similar powers, similar characters, unless stunted by untoward conditions and circumstances. We do college life a great wrong when we try to separate it from other human life at the same age. We undervalue that other human life at the same age when we think of it as something necessarily inferior, as necessarily not affording to the youth the means of developing character and of winning happiness.

The longer I live the more I am persuaded that the great sources of happiness are open to every human creature, and that education has very, very much less to do with that happiness than we imagine; and the clearer I become that as regards character and happiness and the true worth and dignity of human nature, and of life, the precise career or occupation which a man has in the world, and particularly the amount of money he gets, has infinitely less to do with the result than most men suppose. If these things are so, that distinction between training for college life and training for life is a complete delusion; and if that is so, then the education of the boy and the adolescent, whether going to college or not, should be as nearly as possible identical for all future careers, and particularly identical as regards freedom. His moral career, his career for happiness, is going to be the same, whichever issue comes to him in after years.

Near the close of his excellent address President Hall had something to say about the dominant quality of colleges and universities in this country—dominant, that is to say, over schools, and contrasted it with the position of continental universities in that respect, and intimated that the continental university exercised no such power as the American university. To my thinking there is just the grain of truth in that statement which may make it delusive. What is the reason that the continental universities do not examine for admission? What is the reason that the examinations of the continental universities of Europe are not so generally taken, I may say are not so influential, as the examinations of the American universities? Simply this, that the function of admitting to professions, including the profession of teacher, and the function of inspecting, examining, and giving certificates of issue to the secondary schools, is a governmental function.

If we had in this country competent government inspectors for all the primary and secondary schools in the United States, and nobody could go out from a high school with a certificate without passing a government examination, then we should not need the admission examinations of colleges and universities; then Harvard College would be absolutely delighted to be rid of admission examinations in all departments; then we should do as the German university does, and take in anybody that brings us the government certificate of having graduated at a high school. We have no such government inspection and examination, and the American colleges and universities have attempted, imperfectly it is true, to provide a substitute for that government

control. You, of course, remember that admission to every profession in Germany or France is determined by government examinations. We are, I am happy to say, approaching that condition in this country in regard to some callings. The approach, however, is very gradual and the goal is distant. In the meantime, the universities undertake to exercise some wholesome restraint and regulation in that great field.

These, I think, ladies and gentlemen, are the few points on which I am able to offer you some comments on the admirable address of President Hall.

MR. EDWARD H. SMILEY, Principal of the Hartford High School.—
Mr. President and Ladies and Gentlemen: I am sure, if I could follow my own inclinations at this moment, I should ask to be excused from participating in this discussion. I have been intensely interested in the able and suggestive address of President Hall and in the masterly discussion which followed it. It would seem to me almost more profitable to leave with the people assembled here the thoughts as they have been presented, than to continue the discussion from the standpoint of the secondary school. With many of the propositions advanced in the first address, that of President Hall, and in his able paper, equally suggestive, which appeared in the *Forum* of September, I find myself in most hearty accord. That there are problems calling for careful, intelligent study on the part of the secondary-school teacher, it seems to me needs no discussion to establish. But I must confess to a feeling of shock and surprise when I read in this article in the *Forum* the severe and sweeping indictment brought against the teachers of the secondary schools. May I read from this article?

The transition from the grammar to the high school in this country corresponds far better than the European system to the need of changed environment at the age of fourteen; and this constitutes a rare opportunity which has, however, been thrown away. Although education, as we have seen, begins here, and many races have no other than a brief training at the dawn of the ephebic period, by a strange irony of fate secondary education has more or less lapsed to a mere link. Its functions are partly those of preparation for college, and are partly shaped by the mere momentum of the lower grades. The high school has lost its independence, and, of all stages and grades has least interest in the large problems of education, namely, what to teach and how, in order to develop the nascent periods during the teens and to save powers now new-born in most profusion, but sure to be atrophied or perverted if not studied with tact and federated with individual adaptation.

For all these problems as a class, high-school teachers care less than those of any other grade, if, indeed, they suspect their existence. For them adolescence is just a stage when children are so much farther along than in the grammar school, and know so much less than they must to enter college. For such teachers the task is simply to convert their pupils into freshmen, and they await with hope or fear the assignment of their stint in the form of college requirements. They have abandoned all initiative; have renounced their birthright of interpreting, and ministering to, the needs of one stage of life; have had little professional training; have little interest in education in the large meaning of that term; and care little for work of the lower grades. Their motto almost seems to be *Non vitae sed scholae discimus*. The result is that boys, who insist more on their own individuality, leave the high school; in the country at large about 60 per cent. of its pupils are now girls. Noble ideals are gone; the independent function of the secondary stage of education is almost abandoned; and the pupil and teacher devote themselves to a routine of tasks in an artificial program imposed by the will of others, and fitting not for the world but for college.

I have said that that presentation, that view, came to me with a shock of surprise, with almost a feeling of indignant, of vigorous, protest. The thought came to my mind of the large body of cultured, able, devoted men and women engaged in the work of the secondary school. The work of the high school is "shaped by the mere momentum of the lower grades." I would not for one moment bring a word of criticism against those who are engaged in the work of the grammar school. I believe that it is a matter of congratulation that in larger and larger degree the work of the grammar grades is enlisting those who have had a wide college training, but is it not true in a larger degree that the work of the secondary school is in the hands of those who have had the best training that our colleges and our universities in this country and abroad can give?

I wonder if I shall be pardoned, if I speak of some of the experiences in our own school, because I am best acquainted with that. We have a school of a thousand pupils, and I find here again a difference, as indicated by the paper, in the conditions there existing as compared with those generally found. The thousand, less twenty, are about equally divided between the sexes, as many boys as girls. Our teaching force consists of forty teachers, beside myself, and again the number of male teachers is just about equal to the number of female teachers in the school. And I find, too, in looking over the list of those with whom it is my privilege to be associated in the work of the school, that Harvard College, and Yale, and Brown, and Amherst, and

Dartmouth, and Williams, and Michigan University, and Smith, and Mount Holyoke, and Middletown, and Trinity, and two or three of the universities abroad, are represented in our teaching force. Certainly it would seem to be impossible to me to believe that in schools thus constituted as to their teaching force, and I assume that the conditions in other large schools are just about the same, the make-up of the teaching force just about the same, that we are carrying on our work in the hopeless, desolate, dreary fashion described in this article. If I may again speak about the conditions, are we recognizing the needs of the young people in our secondary schools? Why, it seems to me that the generosity, the magnificent generosity, with which our communities equip, build, furnish the buildings in which the work of the school is carried on, is evidence that to the community the high school holds a very dear place.

I find myself not in accord, also, with the idea expressed in the paper that nothing can be done until the high school takes a stronger hold on the interest and affections of the pupils. Why, it seems to me, as I have said, that the character of the equipment with which we are supplied by the generosity of the communities shows that the high school has a deep hold on the affections of the parents, and of the pupils as well.

Again, do we not recognize in the high schools, the public high schools, the needs of the pupils in the character of the training that we are endeavoring to give them? We recognize that our youth need training to develop sound bodies. In our schools more and more is it coming to be true that we are equipped with gymnasiums, with physical instructors, both for the boys and for the girls. As it seems to me, no one of our teachers in these large schools can exert a more helpful influence, not only in building up good bodies, but in building up good spirits for the bodies, than can the instructor in the gymnasium, and in the choice of such instructor I am sure the greatest care is necessary. But given an instructor who knows the boys, who is morally clean and pure and good, and I believe that the influence exerted by that instructor cannot be measured.

Again, in the equipment for manual training we recognize the need of the individual. In the school with which I am connected about 125 boys are taking some form of woodwork, 150 boys are taking constructive drawing, 50 boys are taking metal work, 50 or 75 girls are taking some form of domestic science, so that here opportunity is given for the individual aptitude to show itself.

If I might be pardoned for one other reference, we are trying this year, in continuation of the trial begun last year, to get at the individual need in this way: In our daily programme we have six recitation periods. No teacher on the force has more than five periods, but the sixth one is given for the purpose of getting as closely in touch as possible with those who may need the individual touch.

In this way, then, do the large schools serve the purpose for which those who support them have established them.

The dominant influence of the college has been referred to. I wonder if those who are engaged in the secondary school would not agree with me that no force is more potent for good in the school, in every department, than that which emanates from a strong, vigorous, classical department in the school. We feel the effect of it, and we prize that influence.

MR. SAMUEL THURBER, of the Boston Girls' High School.—*Mr. President*: I hope a great many teachers who heard the last gentleman will procure the *Forum* and read President Hall's article. I can't imagine why it made that gentleman so melancholy. I find it exceedingly stimulating, and I have shown it to many others who also found it so. I am very sure it will be the most wholesome reading you could do (applause).

PRESIDENT ELIOT, of Harvard University.—*Mr. President*: Before we adjourn it seems to me that we should like very much to hear again from President Hall.

PRESIDENT HALL, of Clark University.—*Mr. Chairman*: I won't detain the association. I did jot down two or three points, which, if you will bear with me, I will mention very briefly. First of all I beg to apologize to President Eliot for not sending the abstract of my article earlier. I mailed it Thursday, but it was delayed on account of unavoidable obstacles. The paper was put together from lecture notes, and I had not finally decided what points I wanted to lay stress upon. I especially regret that President Eliot did not receive this earlier, because I think that most of the objections which he has raised will fall to the ground of themselves when he considers what I actually did say.

For instance, I believe in the great advantage of the report of the Committee of Ten. I think it is the most important thing in the educational history of the last ten years. My contention only is that the momentum in that direction is spent, that it has been overdone, and

that these magnificent blocks of baled knowledge, so many credits, so many hours, such a standard, forty, sixty, all doing the same thing, the old ideas, are not, I think, quite the way of life. There is a little vitality. The methods are those that come from mechanics, it seems to me, more than from the great field of life. Man must now-a-days study just so far, so much. It is the same tendency, it seems to me, that we see in mechanics to standardize things. Now we buy flour of such a number, screws, nails, which are of such a number; we know just what we are going to get. I hardly believe that we can standardize knowledge in quite that way, as is presupposed by the tendencies now in vogue, and have one grand bureau of assay such as was discussed here yesterday afternoon (laughter). It seems to me it is not the way of life, but rather the way of decadence.

There are all kinds of ways, and there still ought to be, of getting into college, especially where the college is a public one, a state university, as distinct from the endowed one. Years ago, at Johns Hopkins, a bright young fellow of eighteen was putting on a tin roof, and came down at noon into the library, in the summer vacation, took up a mathematical journal, and the mathematical genius in him sprang into sudden life, and he is now an eminent professor of mathematics. I believe it was Professor Bayard, the eminent biologist and fish commissioner, who chased a rabbit under a library in Albany one Sunday and there found works on biology. All of a sudden his talent flamed up, and he had his career. He did not have to study just exactly so long. There is more than one way. You can enter college through the roof or through the floor, and it has been done, and I think there should be room for this.

As to the habituation, I cannot think that on mature consideration of the history of knowledge, and especially of education, what it has always meant from the time of the alphabet and the multiplication table, what it means when memory is at its best and when habits are formed, what it means when the brain is at its most plastic state, I cannot believe that on mature reflection of what the history of education means, President Eliot will quite want to stand by all he has said about habituation not being somewhat of a specialty at this early age. I agree with all he said, and was very much edified and very much instructed, too—it was a very suggestive view, to me at least—that probably we are all stunted, he thought not much by the school, but especially by the necessity of earning our bread; that most men are, the average young

man is. I think that is a very great and a very important aspect of the study of all this whole vital period.

In the matter of the relations between fitting for life and fitting for college, I think there is a real point of difference, if I understand President Eliot, because it seems to me that fitting for college is a very different thing from fitting the great majority of people who go out before they get through the high school. In the country at large the vast majority of pupils who enter the high school go out into life. Our problem, I think, should be to fit those who go out to go out just as well fitted for life as those who go on and go to college are fitted for college. College and life have both a professional aspect. They are both parts of professional training, if we consider that fitting for life means fitting for occupation and for bread-winning. But there is another point of view, namely, fitting for growth, development over the largest possible area and bringing to the highest maximum maturity; and that is the foot rule by which all our educational methods, and church, and state, and everything else will be measured eventually — whether they do bring into the fullest possible maturity.

I think I was a little misunderstood, or else misstated myself, with regard to the principle, the fundamental principle, of the Committee of Ten, that all should begin the subject in the same way. Perhaps there is a little difference there. I said I accepted that principle most heartily, but I thought the evil of it came in its interpretation, that we assumed that the way to fit is the way we do it now, when I think the way to fit is the way we do not do it now. If my interpretation is put on this rule it is all right; the interpretation which is now put upon it, in my belief, is all wrong. It is that so much stress is laid upon the formal side. We should fit so that the young person is best qualified, best trained, to leave school and enter upon any vocation at any time, anywhere in the course; that is the interpretation of that rule under which it is true, and that is the ideal system of education.

I do not know that there is anything else that I wish to say here. I did not quite understand whether President Eliot would have government boards do college-entrance examinations or not; I rather think not. No, no. Nor I, either. I don't know that any such boards have ever been established. I don't know that any board in Europe or anywhere ever conducts university entrance examinations; it is only the professional schools. My belief would be that a properly interpreted certification of pupils, and especially of schools, as is the universal practice in Europe, is the goal rather than this standardization.

MR. D. S. SANFORD, of the Brookline High School.—Will President Hall tell us what rejoinder he makes to President Eliot's comment upon definite periods of development within the limitations of the adolescent period, the period of youth and boyhood?

PRESIDENT HALL.—I think that in general President Eliot is entirely correct there. Of course there are epochs. There is the period of puberty, which is rather a marked epoch; it is not a sudden period, and it tapers off. Among the experts one, being on adolescence the best I know from a medical point of view, says adolescence is not complete until thirty. If that be true, then we don't need to hurry up our education so much. It has generally been supposed that complete maturity and mobility were established by twenty-four or twenty-five for the male, and a few years earlier for the female; but the tendency of these anthropological and genetic and medical studies is to interpret the period of adolescence as longer and longer. I don't think these nodes are sharp, but I think there are very distinct curves. We know there is a distinct curve of teething. We know that there is a distinct curve of the growth of the arm, of the biceps, and how it goes. And so of the intestines, the area of the intestinal tract. I think there is a period for verbal memory. I think we are approximating a time when we can construct a curve of considerable accuracy for verbal memory. I think the curve of the imagination, too, is at its best in children. Of course children's imagination is of very wild character, but the boy before puberty belongs to a different epoch, and the whole study of all this period of adolescence focuses on this one grand conclusion. I think it is one of the greatest of modern scientific achievements that the adolescent boy is in a neo-psyche stage, if you please, and the boy before is in a paleo-psyche stage of his development. The adolescent boy is recapitulating a far later stage in the history of the race than the earlier boy, and hence the instability. He has built on a new story of a more unstable material, and that is why the period is so plastic and so uncertain, and why it is impossible to remain stationary, and why errors cause relapse to lower levels.

PRESIDENT CHARLES W. ELIOT.—*Mr. Chairman:* May I say one word more, not in reply to anything that President Hall has now said, far from it, but having a little application to what Mr. Smiley said? I know no way to arrive at a just conclusion with regard to the satisfactoriness of a stage of education today except to look back and see what that same stage of education was a generation or two

generations ago. Mr. Smiley told us what the provisions are, and something of the modes of teaching in the school of which he is at the head. I think it is very consoling to compare such a statement as he made with a fact that all of us can refer to, a fact nearly seventy years old. I refer to the program of study in the English High School of Boston when first it was established, and when the first master of an English High School in Boston laid out the course of study. That was, if I remember rightly, in 1821, and a very remarkable man laid out that course of study. Mr. George B. Emerson was the first master, and he organized that school, and his program of study is printed among the programs of the Boston public schools, and can be referred to in public documents. He subsequently conducted, as some of the older ladies and gentlemen here present may remember, an extraordinarily successful girl's school in Boston, in Pemberton square. But he was much more than a teacher, he was a pioneer in the American study of natural history. His book on the trees and shrubs of Massachusetts is a classic today, though it was written more than sixty years ago. Emerson's *Trees and Shrubs of Massachusetts* remains a classic. That implies a great deal as to his mental quality, his pioneer skill, his spirit of adventure into new fields, fields that he cultivated with most remarkable success. Now let any lady or gentleman here take Mr. Emerson's first program and compare it with the program of the Hartford High School today. It is an extraordinary progress that we have made. It is an extraordinary gain in wisdom and practical skill and public liberality that such a comparison testifies to. It is a contrast that may well fill us with hope and confident expectation for the future.

And then I want to say one other thing with regard to President Hall's contribution today. It is, like almost all his contributions to the study of education, a powerful helper toward freedom, toward the realization of the content in education instead of the form, toward the reduction of an undue amount of method and schedule and control. It means, like all his work, more freedom for the child. This being the case, I find myself in a very exceptional attitude, in that I am able to criticise, or differ from, anything that President Hall contributes to the cause of education. His whole service to education seems to me to be in the right direction, and his contributions, therefore, have always been peculiarly welcome to me. I hope I had a

little bit to do with the first evidences of skill and knowledge which President Hall gave to the public (applause).

With this the sixteenth annual meeting of the association came to an end by adjournment,

RAY GREENE HULING,
Secretary.

NEW PUBLICATIONS

EDUCATION, PSYCHOLOGY, AND PHILOSOPHY

- An Ideal School, or, Looking Forward. By Preston W. Search, Fellow in Clark University. International Education Series. Size $7 \times 4\frac{1}{2}$ in.; pp. xxiv+357. New York: D. Appleton & Co.
- Thirty-First Annual Report of the State Board of Education, together with the Fifty-Sixth Annual Report of the Commissioner of Public Schools of Rhode Island. January, 1901. Size, 9×6 in.; 214 pages. Providence: E. L. Freeman & Sons.
- Library Bulletins. No. 2. Books on Education in the Libraries of Columbia University. Size, $10\frac{1}{2} \times 7\frac{1}{2}$ in.; pp. 435. New York: Columbia University.

ENGLISH LANGUAGE AND LITERATURE

- The Story of Little Nell. By Charles Dickens. Edited with an Introduction by Jane Gordon. Cloth, 12mo, 357 pages. Price, 50 cents. American Book Company.
- Macaulay's Lays of Ancient Rome. Edited by Duffield Osborne. Size, 7×5 in.; 159 pages. New York: Silver, Burdett & Co.
- Selected Essays of Charles Lamb. Edited by Ernest Dressel North. Size, 7×5 in.; pp. 106. Price, 25 cents. New York: Silver, Burdett & Co.
- George Eliot's Silas Marner. Edited by Carroll Lewis Maxcy, Williams College. Size, 7×5 in.; 201 pages. Price, 25 cents. New York: Silver, Burdett & Co.
- Selected Poems of Robert Burns. Edited by Charles W. Kent, University of Virginia. Size, 7×5 in.; 85 pages. Price, 25 cents. New York: Silver, Burdett & Co.
- Tennyson's The Holy Grail. Edited by Sophie Jewett, Wellesley College. Size, 7×5 in.; 132 pages. Price, 25 cents. New York: Silver, Burdett & Co.
- The Lyric and Dramatic Poems of John Milton. Edited by Martin W. Sampson, Indiana University. Size, $6\frac{1}{2} \times 4\frac{1}{2}$ in.; pp. 1+345. New York: Henry Holt & Co.
- Via Christi. An Introduction to the Study of Missions. By Louise Manning Hodgkins. Size, $7 \times 4\frac{1}{2}$ in.; pp. xix+251. Price, 50 cents. New York: The Macmillan Company.
- The Teaching of Jesus. By George Barker Stevens, Yale University. Size, $7\frac{1}{2} \times 5$ in.; pp. xii+190. Price, 75 cents. New York: The Macmillan Company.
- The Youngest Girl in School. By Evelyn Sharp. Illustrated. Size, $7\frac{1}{2} \times 5$ in.; 326 pages. Price, \$1.50. New York: The Macmillan Company.
- Ward's Letter Writing and Business Forms. Nos. 1, 2, 3, and 4. Vertical Edition. Nos. 1 and 2, 10 cents each; Nos. 3 and 4, 15 cents each. American Book Company.
- New Education Readers. Book IV. By A. J. Demarest and William M. Van Sickle. Cloth, illustrated, 12mo, 176 pages. Price, 45 cents. American Book Company.
- The Michigan Book. A State Cyclopaedia with Sectional County Maps. By Silas Farmer. Paper cover; 352 pages. Price, 50 cents. Detroit: Silas Farmer & Co.

- Hawthorne's *The Marble Faun*. With introduction and notes by Annie Russell Barele, $7\frac{1}{2} \times 5$ in.; pp. xviii+545. Price, 60 cents. Boston: Houghton, Mifflin & Co.
- Defoe's *Robinson Crusoe*. Introduction by Edward Everett Hale. Illustrated. Size, $7\frac{1}{2} \times 5$ in.; pp. x+366. Price, 60 cents. Boston: D. C. Heath & Co.
- Old King Cole. Edited by J. M. Gibbon. Illustrated. Size, $7\frac{1}{2} \times 5$ in.; 338 pages. Price, \$2.00. New York: The Macmillan Company.
- Forensic Declamations. Edited by A. Howry Espenshade, Pennsylvania State College. 213 pages. Price, 50 cents. New York: Silver, Burdett & Co.
- George Washington, and Other American Addresses. By Frederic Harrison, Oxford University. Size, $8 \times 5\frac{1}{2}$ in.; 252 pages. Price, \$1.75. New York: The Macmillan Company.
- Alexander Hamilton. By Charles A. Conant. The Riverside Biographical Series. Size, $6\frac{1}{2} \times 4$ in.; 145 pages. Price, 50 cents. Boston: Houghton, Mifflin & Co.
- Washington Irving. By Henry W. Boynton, Riverside Biographical Series. Size, $6\frac{1}{2} \times 4$ in.; 116 pages. Price 50 cents. Boston: Houghton, Mifflin & Co.
- Legends of King Arthur and His Court. By Frances Nimmo Greene. Illustrated. 126 pages. Price, 60 cents. Boston: Ginn & Co.
- Selections from Walter Pater. Edited by Edward Everett Hale, Jr., Union College. Size, $6\frac{1}{2} \times 4\frac{1}{2}$ in.; 268 pages. New York: Henry Holt & Co.
- Old Indian Legends. Retold by Zitkala-Sa. Illustrated. Size, $7\frac{1}{2} \times 5$ in.; 165 pages. Price, 75 cents. Boston: Ginn & Co.
- Essay on Burns. By Thomas Carlyle. Edited by Cornelius Beach Bradley, University of California. Size, $6 \times 4\frac{1}{2}$ in.; pp. xxxiv+128 pages. Boston: Benjamin H. Sanborn & Co.
- Landseer. A collection of fifteen pictures and a portrait of the painter, with introduction and interpretation by Estelle M. Hurl. Size, 8×5 in.; pp. xiii+93. Boston: Houghton, Mifflin & Co.

CLASSICAL LANGUAGES AND LITERATURE

- Introduction to Caesar. By M. L. Brittain. Cloth, 12mo, 171 pages. With map of Caesar's Campaigns and Illustrations. Price, 75 cents. American Book Company.
- The Boy's Odyssey. By Walter Copland Perry. Illustrated. Size, $7 \times 4\frac{1}{2}$ in.; 204 pages. Price, \$1.50. New York: The Macmillan Company.

MODERN FOREIGN LANGUAGES AND LITERATURE

- Mazzarelli's Brief French Course. By Antoine Mazzarelli, Officer d'Académie. Cloth, 12mo, 394 pages. Price, \$1.25. American Book Company.
- Mon Oncle et Mon Curé. Par Jean de la Brète. By T. F. Colin, Miss Baldwin's Preparatory School. Size, $6\frac{1}{2} \times 4$ in.; 164 pages. Price, 30 cents. Boston: D. C. Heath & Co.
- An Elementary French Reader. By Gaston Douay, Washington University. 396 pages. Price, \$1.00. New York: Silver, Burdett & Co.
- Le Petit Chose. Par Alphonse Daudet. Abridged and edited by O. B. Super, Dickinson College. Size, $6\frac{1}{2} \times 4$ in.; 140 pages. Price, 25 cents. Boston: D. C. Heath & Co.
- Germany and the Germans. By A. Lodeman, Michigan State Normal School. 139 pages, with map. Price, 60 cents. New York: Silver, Burdett & Co.

- Storm's In St. Jorgen. Introduction by Arthur S. Wright, Case School of Applied Science. Size, $6\frac{1}{2} \times 4$ in.; pp. ix+128. Price, 30 cents. Boston: D. C. Heath & Co.
- Heyse's Hochzeit auf Capri. Introduction by Dr. William Bernhardt. Size, $6\frac{1}{2} \times 4$ in.; pp. xii+128. Price, 30 cents. Boston: D. C. Heath & Co.
- Hauff's Lichtenstein. Abridged and edited by Frank Vogel, Massachusetts Institute of Technology. Size, $7 \times 4\frac{1}{2}$ in.; pp. viii+274. Price, 75 cents. Boston: D. C. Heath & Co.
- Don Gil De Las Calzas Verdes. Por Fray Gabriel Téllez. Edited by Benjamin Parsons Bourland, University of Michigan. Size, $6\frac{1}{2} \times 4\frac{1}{2}$ in.; pp. xxvii+198. New York: Henry Holt & Co.
- Ó Locura Ó Santidad. Por José Echegaray. With introduction and notes by J. Geddes, Jr., Boston University, and Freeman M. Josselyn, Jr., Boston University. Size, $6\frac{1}{2} \times 4$ in.; pp. ix+115. Price, 40 cents. Boston: D. C. Heath & Co.

HISTORY, POLITICS, AND ECONOMICS

- A History and Description of Roman Political Institutions. By Frank Frost Abbott. University of Chicago. Size, $7 \times 4\frac{1}{2}$ in.; 437 pages. Price, \$1.60. Boston: Ginn & Co.
- A History of Greece. By C. W. C. Oman, University of Oxford. Size, $7\frac{1}{4} \times 5$ in.; 566 pages. Price, \$1.50. New York: Longmans, Green & Co.
- International Law. By George Grafton Wilson, Brown University, and George Fox Tucker. 459 pages. Price, \$1.75. New York: Silver, Burdett & Co.
- The Social Spirit in America. By Charles Richmond Henderson, University of Chicago. Size, $7\frac{1}{4} \times 4\frac{1}{2}$ in.; pp. v+350. Price, \$1.50. Chicago: Scott, Foresman & Co.
- Baldwin's Conquest of the Old Northwest. Cloth, illustrated, 256 pages. Price, 60 cents. American Book Company.

SCIENCE

- Errors in Science Teaching. By C. Stuart Gager, State Normal College, Albany. Size, $7 \times 4\frac{3}{4}$ in.; 73 pages. Price, 50 cents. Syracuse, N. Y.: C. W. Bardeen.
- Outlines of General Biology. Laboratory Manual. By Charles B. Hargitt, Syracuse University. Size, $7 \times 4\frac{1}{2}$ in.; 164 pages. Syracuse, N. Y.: C. W. Bardeen.
- Stories of Bird Life. By T. Gilbert Pearson. 12mo, cloth, illustrated. Price, 60 cents. Richmond, Va.: B. F. Johnson Publishing Company.
- Higher Algebra. By George E. Atwood. Size, $7\frac{1}{4} \times 4\frac{3}{4}$ in.; 182 pages. Price, 60 cents. New York: The Morse Company.
- A College Text-Book of Chemistry. By Ira Remsen, Johns Hopkins University. Size, $7\frac{3}{4} \times 5$ in.; pp. xx+689. New York: Henry Holt & Co.
- Elementary Zoology. By Vernon L. Kellogg, Leland Stanford Jr. University. Size, $7\frac{1}{4} \times 5$ in.; pp. xv+492. New York: Henry Holt & Co.
- Manual of the Flora of the Northern States and Canada. By Nathaniel Lord Britton, Columbia University. Size, $7\frac{3}{4} \times 5$ in.; pp. x+1080. New York: Henry Holt & Co.
- Elementary Geography. By Florence Holbrook, Forrestville School, Chicago. Edition of 1901 revised by Charles R. Dryer and William A. McBeth. Size, $9 \times 7\frac{1}{2}$ in.; 160 pages. Chicago: Rand, McNally & Co.
- Grammar School Geography. By James A. Bowen. Edition of 1901 revised by Charles R. Dryer. Size, 12×10 in.; pp. 220. Chicago: Rand, McNally & Co.

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MICHIGAN SCHOOLMASTERS' CLUB

THE thirty-fifth session of the Michigan Schoolmasters' Club was held at Ann Arbor, Friday and Saturday, November 30 and December 1. At the opening of the session Principal J. H. Harris, president of the club, referred briefly but feelingly to the death of Professor B. A. Hinsdale, who had been so closely identified with the work and interests of the club, and appointed a committee to draft a memorial for presentation to the club.

The first topic discussed was "The Newly Formulated Entrance Requirements to the University of Michigan," and the discussion was opened by Professor Richard Hudson, dean of the literary department of the university, who explained the new requirements in some detail, and justified them as a step in the direction of larger liberty in preparation. The discussion was resumed by Principal J. H. Beazell, of Detroit, who, while venturing to criticize some minor details of the requirements, in the main approved of them as sound and rational.

The second paper of the session was on "The Equipment of the High-School Principal," by Principal S. O. Hartwell, of Kalamazoo, a paper conceded by all to be one of the best of the session. Professor S. B. Laird, of the State Normal College, discussed the subject.

The third topic, "The Social Side of High School Life," was treated in a very thoughtful and thorough manner by Principal R. S. Garwood, of Marshall. This paper aroused more interest than any other of the session, the discussion finally focusing itself upon the subject of secret societies in

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EXERCISES IN FRENCH SYNTAX AND COMPOSITION. By JEANNE MARIE BOUVET, South Division High School, Chicago. (*In press.*)

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the high school. The general opinion was that these societies were detrimental to the best interests of the school, although differences of opinion arose as to the best methods of dealing with them. Professor A. S. Whitney, of the University; Superintendent H. M. Slauson, of Ann Arbor, and Principal J. H. Harris, of Bay City, were most pronounced in their opposition, and in general believed they should be kept out of the high school. Principal A. J. Volland, of Grand Rapids, and Principal S. O. Hartwell, of Kalamazoo, felt that secret societies were matters over which the school had no jurisdiction, as such, and should simply endeavor to keep them within legitimate bounds.

The Friday evening session was opened by a discussion of the question: "To What Extent Should Collateral Work in the Ancient Languages be Required?" Professor George V. Edwards, of Olivet College, opened the discussion, holding to the view that collateral work should not be directly required of the pupil save only so much as was necessary to the correct and intelligent interpretation of the text. The teacher should have a great store of collateral knowledge which could be given to the pupil in the way of suggestion and direction, but the crowding of pupils with collateral material to the prejudice of the language study proper, was to be condemned. This topic was further discussed by Professor M. L. D'Ooge, of the University, and by Drs. Meader and Sanders, of the same institution.

The second paper of the evening was entitled "Civil Service in the Appointment of Teachers," and was a vigorous plea for higher grade teaching, and for the adoption of those methods of appointment which would bring

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to a school the very best teaching power available. The paper was by Professor E. C. Goddard, of the University, and the discussion was led by Professor Delos Fall, State Superintendent Elect of Public Instruction.

At the Saturday morning session the first topic considered was that of High School Statistics, Mr. D. W. Springer, of the Commercial Department of the Ann Arbor High School, contributing the paper. Mr. Springer found that there was great diversity among schools regarding the kind of statistics secured, and in many instances he found that very little, if any, statistical information was gathered. He set forth in some detail what statistics seemed to him to be of permanent worth.

At the close of the discussion of this topic it was voted that a committee be appointed to report to the club at the spring meeting what statistics it would be desirable for each school to collect, and in what form those statistics might appear.

The next paper of the morning session was on the subject of "Rhetoricals in the High School," and was read by Principal E. O. Marsh, of Jackson. Mr. Marsh's general position was one of opposition to rhetoricals as traditionally conducted. The results, he felt, were in no wise commensurate with the amount of energy and effort expended, and while the ability to speak before a body of people was desirable it might better be cultivated in voluntary organizations like literary and debating societies.

In the discussion which followed it developed that most, if not all, the larger high schools had discarded rhetoricals in the traditional sense of the term, and were either doing nothing along that line, save what might be

Foundations of French

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E. BENJAMIN ANDREWS, *President of the University of Nebraska, Lincoln*: "Foundations of French" is a scholarly and creditable piece of work, and will be widely taken up.

The Mother Tongue

By GEORGE LYMAN KITTREDGE, Professor of English in Harvard University, and SARAH LOUISE ARNOLD, Supervisor of Schools, Boston. Book I, Lessons, in Speaking, Reading, and Writing English. *For introduction, 45 cents.* Book II, An Elementary English Grammar. *For introduction, 60 cents.*

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The Story of American History

By ALBERT F. BLAISDELL, author of "Stories from English History." *For introduction, 60 cents.*

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HENRY WHITEMORE, *Principal of State Normal School, Framingham, Mass.*: I regard Blaisdell's "Story of American History" as one of the best books made for the earlier years of school life. Dr. Blaisdell has a just appreciation of the needs of the actual school.

The School Speaker and Reader

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By MAUD SUMMERS, Principal of the Goethe School, Chicago, Ill. *For introduction, 30 cents.*

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done through literary societies, or were making it a part of the English work.

The final paper of the session was on the subject of "Physical Geography in the Program of Studies," and was by Principal L. H. Wood, of Owosso. It was a very complete presentation of the claims of physical geography to a place in the high school, with suggestions as to methods of teaching and a discussion of the topics that should be included in the study of the subject and their order of treatment.

The subject was further discussed by Professor Israel C. Russell, of the University, and others.

At the business session it was moved and carried that a committee be appointed to consider the advisability of holding but one session of the club a year. This committee is to report at the spring meeting.

The committee appointed to prepare a memorial on the death of Professor Burke A. Hinsdale reported the following:

The Schoolmasters' Club has heard with a feeling of sadness which it cannot express the news of the death of Professor Burke A. Hinsdale, who, since his connection with the University, has been one of its most active members. His incisive and vigorous utterance, his wise counsel, we shall hear no more. The club directs that this tribute to the memory of our friend and colleague, this recognition on our part of his wide learning, his vigorous intellect and his tireless labor for the cause of education, alike in the classroom and in his writings, be spread upon the minutes of the club and communicated to Professor Hinsdale's family.

R. HUDSON,
E. A. LYMAN,
H. M. SLAUSON,
Committee.

The club adjourned to meet in the spring of 1901.

PRIVATE LIBRARIES.--The second part of the *List of Private Libraries*, compiled by Mr. G. Hedeler, of Leipzig, will soon be ready. It will contain more than six hundred important private collections of the United Kingdom, including supplement to Part I (United States of America and Canada). Those happy possessors of libraries, with whom Mr. Hedeler has been unable to communicate, are requested to furnish him with a few details as to the extent of their treasures and the special direction to which they devote themselves. By doing so they will, of course, not incur any expense or obligation. It is obviously to the interest of bibliographical science that a work of this kind should be as complete as possible.

GINN AND COMPANY announce the early publication of *The Story of American History*, by Albert F. Blaisdell. This is intended for use in the earlier grammar grades and to be preliminary to the study of a more advanced work in the higher grades. The subject is approached through biographical sketches of a few of the more illustrious actors in our nation's history, and some prominence is also given to exceptional deeds of valor, details of everyday living in olden times, dramatic episodes, and personal incident.

THE AMERICAN BOOK COMPANY announces *An Anatomy, Physiology, and Hygiene for High Schools*, by H. F. Hewes, of the Massachusetts General Hospital; also, *A General Physiology for High Schools*, by M. L. Macy and H. W. Norris, of Iowa College; *A New English Grammar for Schools*, by Thomas W. Harvey; *The Spanish Verb*, by Lieutenant Peter E. Traub, of the United States Military Academy; *A Grammar School Arithmetic*, by A. R. Hornbrook; and a third revised edition of *Dewey's Psychology*.

NOTES

THE Department of Superintendence of the National Educational Association will hold its next meeting in Chicago, Ill., February 26, 27, and 28, 1901.

Railroads of the Central, Western, Trunk Line and Southeastern Passenger Associations have granted a round trip rate to Chicago from all points in their respective territories of one and one third fare on the certificate plan. Other associations will doubtless grant the same rate.

The following is a partial program of the meeting. A complete program, supplying names of appointees for opening discussions, and of presiding officers of the various round-tables, will be issued soon and may be obtained upon application to this office or to President L. D. Harvey, Madison, Wis.

The Auditorium Hotel has been chosen as Department Headquarters. The meetings will be held in University Hall, Fine Arts Building, which is entered from the parlors of the Auditorium Hotel. The several round-table meetings will be held in Auditorium parlors reserved for that purpose.

Officers of the Department.—L. D. Harvey, President, Madison, Wis.; A. K. Whitcomb, First Vice President, Lowell, Mass.; W. F. Slaton, Second Vice President, Atlanta, Ga.; F. B. Cooper, Secretary, Salt Lake City, Utah.

PRELIMINARY PROGRAM.

Tuesday, February 26, 9:30 A. M.—(1) Address, Superintendent E. G. Cooley, city schools, Chicago, Ill. (2) "Education at the Paris Exposition," Howard J. Rogers, Director of Education and Social Economy, United States Exhibit for the Paris Exposition. (3) By vote of the department at the meeting in 1900 the following question is assigned a place on the program for discussion:

Should the Department of Superintendence memorialize the Board of Directors of the National Educational Association to appropriate the sum of \$1000 for each of the next five years, to be expended in promoting the cause of simplifying our English spelling, under the direction of a commission to be named by this body.

2:00 P. M.—(1) "The Past and Future Work of the Department of Superintendence," Superintendent J. M. Greenwood, Kansas City, Mo. (2) "Medical Inspection of Schools," Dr. W. S. Christopher, Chicago, Ill.

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8:15 P. M.—Address, "The Use and Control of Examinations," President Arthur T. Hadley, Yale University, New Haven, Conn.

Wednesday, February 27, 9:30 A. M.—(1) "Report of Work in Manual Training in the Elementary Schools of Detroit," J. H. Trybom, Detroit, Mich. (2) "Report of Work in Domestic Economy in the Elementary Schools of Chicago," Principal Henry S. Tibbits, Chicago, Ill. (3) Report from one other city. (4) Paper, by R. Charles Bates, Jacob Tome Institute, Port Deposit, Md.

2:00 P. M.—Round-table of City Superintendents in Large Cities: General Topic—"Organization of the Work of Inspection and Supervision Through Assistant Teachers and Principals, so as to reach the Grade Teacher." (1) "Character of Inspection Necessary to Determine Needs of Individual Teachers—Through Whom and by What Means Secured?" (2) "Assistance and Guidance for Individual Teachers. What? By Whom? How?" (3) "The Superintendent's Function in Securing Needed Assistance and Guidance for the Individual." (4) Meetings of (a) assistant superintendents, (b) principals, (c) teachers by grades, (d) teachers of single subjects, (e) entire teaching and supervising force. Purposes and character of work in each class of meetings. Function of the superintendent in organizing the work for these meetings.

Round-tables of City Superintendents in Small Cities: A.—"The Work of the Superintendent in Small Cities in Developing Greater Efficiency in the Teaching Force." (1) What must the superintendent do to insure the advancement of pupils through the grades along a straight, rather than a broken, line of progress? (a) With new teachers. (b) With teachers of experience in the local system of schools. (2) Necessity for grade teachers knowing the purpose, scope, and plan of work in grades higher and lower than her own. How to secure the acquisition of this knowledge by those needing it. (3) What knowledge of the grade work should high-school teachers have? Why? How secured? (4) Means for increasing power of individual teachers in testing, teaching, drilling, and in the proper assignment of the lesson. B.—"Grading for Efficient Organization in the Interests of Pupils." (1) How can grading be made a means of efficient organization without sacrificing

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THIS book has been prepared especially for beginners, both in secondary schools and in the freshman year at college, and can be completed in from forty to sixty hours, and allow the use of an easy reader. In the method of presentation, practical class-room considerations have everywhere been kept uppermost.

A NOTABLE BOOK

E. BENJAMIN ANDREWS, President of the University of Nebraska, Lincoln: Foundations of French is a scholarly and creditable piece of work, and will be widely taken up.

J. CHARLES WALKER, Professor of Romance Languages, Central High School, Philadelphia, Pa.: The book has commended itself to me more favorably as a direct road to reading French than any work that has come to my notice. I shall have it listed for use in our school.

ROME: ITS RISE AND FALL

A Text-Book for High Schools and Colleges. By P. V. N. MYERS, recently Professor of History and Political Economy in the University of Cincinnati. Illustrated. For introduction, \$1.25.

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Edited, with German Comments, Notes and Questions, by MARGARETHE MÜLLER and CARLA WENCKEBACH, Professors of German in Wellesley College. For introduction, 90 cents.

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the interests of individuals? (2) Should examinations be given primarily for grading purposes, and secondarily for training purposes, or primarily for training, and incidentally for grading. If the latter, how secured? (3) Possibility of greater freedom of movement of pupils from grade to grade through increase of individual instruction. (4) Could three additional teachers in a school of eight grades give individual instruction to pupils in those grades sufficiently valuable to warrant the increased expense? C.—“Correlation of High-School and Grammar Grade Work.” (1) By carrying some of the high-school work into the grammar grades, and extending some of the grammar-grade work into the high school. (2) By introducing departmental teaching into the grammar grades. (3) How far should college entrance requirements control the teaching of literature in the high school? D.—“Literature in Grades Below the High School.” (1) What knowledge of literature should pupils have before completing eighth-grade work? (2) When should the teaching of literature be begun in the grades, and how organized so as to make it continuous, systematic, and valuable for knowledge; for power in appreciation, thought, and expression; and for the development of ideals, taste and love for good literature? (3) What material is needed, and how can it be made available?

Round-table of State and County Superintendents: (1) The state superintendent and the law-making department. (2) The state superintendent and the educational sentiment of the state. (3) Consolidation of schools and transportation of pupils. (4) The rural high schools. (5) Township and county libraries. (6) How to utilize the state teachers' reading circle. (7) The school revenues, their source, and their distribution. (8) State normal schools, their strong and weak points. (9) The county teachers' institute. (10) Recent school legislation—reported by each superintendent present.

Round-table of Training Teachers: General Topic—“Observation as a Means of Training Teachers—Its Value and Limitations.”

Round-table of the National Herbart Society. President, Charles DeGarmo, Cornell University, Ithaca, N. Y.; Secretary, Charles A. McMurry, State Normal School, De

NEW EDUCATIONAL BOOKS

A Reader in Physical Geography for Beginners

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Kalb, Ill. (1) "Essential Steps in Teaching Mathematics in the High School." Algebra—Principal David Eugene Smith, State Normal School, Brockport, N. Y. (2) "Concentration and Correlation of Studies in the Chicago Institute," Col. Francis W. Parker, President of Chicago Institute. (3) Meeting for reorganization: Time to be appointed at opening of round-table discussion.

Thursday, February 28, 9:30 A.M.—(1) At the meeting of the department in 1900, the following resolution was adopted:

Resolved, That the chair appoint a committee of seven, whose duty it shall be to report upon the teaching of physiology in the schools, especially with regard to the conditions and progress of scientific inquiry as to the action of alcohol upon the human system, and to recommend what action, if any, by this department, is justified by the results of these inquiries.

Report of the committee by District Superintendent A. G. Lane, Chicago, Chairman. (2) "Individual Instruction an Imperative Need in Our Schools," Superintendent John Kennedy, Batavia, N. Y.

2:00 P.M.—(1) "A Standard Course of Study for Elementary Schools in Cities," Superintendent R. G. Boone, Cincinnati, Ohio. (2) "Some Aspects of Public School Training," Dean L. B. R. Briggs, Harvard University, Cambridge, Mass.

8:15 P.M.—Address—"The Situation as Regards the Course of Study," Professor John Dewey, Chicago University, Chicago Ill.

On account of the limited capacity of University Hall, attendance at the various sessions of the department will necessarily be confined to active and associate members of the National Educational Association.

Membership badges, admitting to all sessions, may be obtained of the secretary in the main parlor of the Auditorium Hotel. Former active members will have no dues to pay at this meeting; associate members will pay a fee of \$2.00 for the year 1901.

All who are eligible are invited to become active members of the association.

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THE following synopsis of the report of the superintendent of Indian schools has been issued :

The third annual report of Estelle Reel, general superintendent of Indian schools, contains much data of interest. Miss Reel finds that the problem of Indian civilization moves toward solution. She says that while we who immediately supervise the schools realize the magnitude of our work, we do not feel that the whole burden rests upon us. The gradual freeing of the Indian from the reservation system is throwing more and more of the responsibility on him. Our moral work within the educational is one of tremendous import, and our hope is in education, based on character and carried along industrial lines. There is a responsiveness to ethical training in the Indian soul as well as in the white man's, and when we have taught the Indian the speech of civilization and the crafts required by his environment, he may safely pass from our hands to the saving power of self-support.

Miss Reel has made industrial training in the Indian schools the most important feature in the work of educating the Indian. She believes in giving the Indian child a thorough training in the fundamental English branches, but thinks it unwise to spend years over subjects for which, in all probability, he will have no use in later life, when the time could be employed in acquiring skill in the industrial arts. She insists that every boy who is graduated from an Indian school shall know how to farm in an intelligent manner, and have a sufficient knowledge of blacksmithing and the trades to enable him to shoe his horse, mend his wagon, build his house, and do the general repair work relating to a farm.

Miss Reel emphasizes the vital importance of teaching the homemaking duties to every Indian girl, claiming this to be even more essential than the teaching of trades to the boys. As almost the only way of reaching the homes of the camp Indians is through the girls in school, and as they are to be the future wives and

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[The publishers have on file many similar commendations from eminent authorities.]

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mothers, the fate of the generations to come is in a large measure in their keeping. Therefore the opportunity for training them in the duties of their future state should not be neglected.

Since her appointment, twenty-six months ago, Miss Reel has spent seventeen months in the field, inspecting the schools and ascertaining by personal observation the needs of the Indians and the service. She reports increased enrollment, better accommodations, greater facilities for industrial training, and gratifying improvements over previous years. A strong plea is made for compulsory education. The property ownership plan has a prominent place in Miss Reel's system of training, and the Indians are constantly urged to cultivate better crops and more acres of land. The outlook for the Indian schools on the whole is very encouraging.

Miss Reel has traveled 41,138 miles since appointment, 2087 miles being by wagon, packhorse, and on foot. She has visited for a season with the Indians in camp and adobe, on the prairie, and in the cañon, visiting at the schools, where she could observe the peculiarities of the children of the different tribes, the methods employed, and endeavoring to ascertain how self-support, the great end for which all are working, may be more speedily accomplished.

LORD RUSSELL, when the present writer questioned him about Napoleon's look, said, and emphatically repeated, that there was something very evil in his eye, says Goldwin Smith in the February *Atlantic*. He added that the eye flashed at an allusion to the excitement of war as contrasted with the dullness of Elba. A feature in the character which, perhaps, has hardly been enough noticed, was a sheer lust of war, and especially of battles, the emotions of which, Napoleon seems to have owned, were agreeable to him. It appears not improbable that this had a share, together with his insatiable

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The text of this edition is substantially that of Bücheler (1893), but changes have been made freely in punctuation and orthography.

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ambition and his political need of glory, in launching him on his mad invasion of Russia, for which it is difficult to assign any political purpose as he refused to restore the kingdom of Poland.

Another feature not much noticed in Napoleon's character is his classicism. In his early days he had employed his garrison leisure partly in reading Roman history; and instead of being repelled he had been fascinated by the presentation of the Roman Empire in Tacitus. We see the result in his Eagles, his Legion of Honor, his political nomenclature, and the general cast of his political institutions. Perhaps the image of the Roman Empire as a model for reproduction floated vaguely before his mind as it does before those of our imperialists at the present day. A grosser anachronism, it is needless to say, there could not be than an attempt to impose on the European family of living nations anything like the yoke imposed by Rome on a set of conquered provinces in which national spirit was extinct.

CORNELL UNIVERSITY has shared in the great growth of our universities this year, and is almost to the 2500 mark. The new catalogue reports an enrollment of 2458, and the University is already advertising its summer session. Last year's summer session was so successful that it has not been difficult for the authorities to induce their best professors to remain for summer work. They say that an especial effort will be made to assist teachers of French and German in a practical way, and the courses in the departments are arranged so as to meet the wants of teachers. This is especially so in mathematics, physical geography, and the study of education.

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BENJAMIN IDE WHEELER in his first report as president of the University of California, a volume of 194 pages which has just come from the University press, says that California is now the second university in the United States in undergraduate attendance — 1895 — and the fifth in total enrollment — 3226 — including the graduate department, the professional schools in San Francisco, and the summer school. The summer school last June and July was larger than any other in the country save Harvard's. California is growing faster than any other American University. During the past year its number of students increased 362, or 88 more than Chicago, its closest rival in growth. In ten years its number of students has quadrupled, but during the same time, because tuition is absolutely free, its income has grown only 70 per cent.

A notable feature of the report is the first authentic list of Mrs. Phœbe A. Hearst's expenditures for the University, which have now exceeded \$271,566.65. This total includes \$125,029, the expense of the Hearst international architectural competition for a permanent plan for the buildings and grounds, which recently ended by the formal adoption by the Regents of the prize-winning designs of M. Emile Bénard of Paris; but it takes no account of the \$30,000 a year which Mrs. Hearst is expending for excavations and purchases in Egypt, South America, Yucatan, Greece, and Southwest America for the benefit of the University Museum.

Among other points of interest in the report are the statement that California has more college students in proportion to its population than any other state in the Union — 1 in 419; that California spends more on its high schools than any other states save New York, Ohio, and Massachusetts, and more on its common schools in proportion to population than any states save Massachusetts and Nevada; that women teachers receive higher pay in California than anywhere else in America; that of the students of the University of California 60 per cent. are natives of the state; that 46 per cent. of the students are women; that 70.3 per cent. of the students are enrolled in general culture courses; that one fourth of all the students study Latin; that more than half of the students come from the families of farmers, mechanics, and merchants, and that the average age of graduation is 22.31 years.

President Wheeler says that the most pressing present needs of the University of California are a library endowment of \$500,000, a modern library building, an alumni hall as the center of student, alumni, and faculty social life, an art building, schools of forestry, architecture, and naval engineering departments of irrigation, music, archæology, and physical chemistry, and professorships of Russian, Spanish, the Art of Speaking, and of subjects such as banking, statistics, and insurance, appropriate to the College of Commerce. The new Pacific Commercial Museum in San Francisco, founded through the initiative of the University, will be an invaluable laboratory for the students of the College of Commerce.

The volume contains, besides President Wheeler's own report; an account of recent work at the Lick Observatory, written just before his death by the late Director James E. Keeler, famous as an astrophysicist, reports from the executive officers of the professional schools, an account of the changes in the faculty during the past year, a list of gifts to the University during the past two years, a bibliography for the members of the faculty covering the last two years, a financial statement, and a number of valuable statistical tables compiled by Recorder James Sutton.

NOTES

THE International Kindergarten Union holds its eighth annual convention in Chicago, April 10, 11 and 12. This is a federated organization representing seventy clubs, kindergarten clubs, and kindergarten associations in all parts of this country and Canada. It is the largest kindergarten organization in the world. Miss Caroline T. Haven, of the New York City Ethical Schools, is the president, and will conduct the three days' sessions during the Easter holidays. The Chicago Kindergarten Club, with a membership of over 200 (which is eighteen years old) is to be the hostess to the International guests. No less than 1000 delegates and visitors are expected. The officers and executive board of this club constitute the local committee in charge of the entertainment of the International Union, Mrs. Alice H. Putnam being president, and Mrs. Mary B. Page vice president. Most of the meetings will be held in the Fine Arts Building, on Michigan boulevard. The handsome rooms of the Chicago Women's Club on the ninth floor are the headquarters for the delegates. All educational bodies in the city have been invited to coöperate with the Chicago Kindergarten Club in making the congress successful.

A NEW school and college speaker by Professor W. B. Mitchell, of Bowdoin College, is in the press of Messrs. Henry Holt & Co. The material is for the most part entirely fresh, only a few old favorites that time cannot wither being included. Prose predominates but there is a sprinkling of selections of verse. An introduction of the book traverses lightly the essentials of the whole art of public speaking.

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THOUGH he died in 1846, the popularity of Rodolphe Töpffer, the Swiss author whom Loti calls "Le seul véritable poète des écoliers," has been steadily on the increase. But not till recently have his works been read in American schools and colleges. A few years ago Messrs. Henry Holt & Co. issued an edition of his *Bibliothèque de Mon Oncle*, edited by Dr. Robert L. Taylor, of Yale. The success of that book has encouraged them to put to press a volume of representative selections from his *Voyages en Zigzag*, edited by Ascott R. Hope, with a vocabulary.

The Working Principles of Rhetoric by Professor Genung, of Amherst College, is announced by Ginn & Co. This is a re-studied and re-proportioned treatise based on the author's *Practical Elements of Rhetoric*. The work has been re-proportioned throughout, much study having been given to the relative scale and importance of subjects, and to the connection in which they will appear in their truest significance.

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BERGEN'S FOUNDATIONS OF BOTANY

By JOSEPH V. BERGEN, Instructor in Biology in the English High School, Boston, and Author of "Elements of Botany." For introduction, \$1.50.

Another notable book by Mr. Bergen, whose "Elements of Botany" has come to be the most widely used recent text-book on the subject in higher schools and academies. It is intended not to take the place of the "Elements," but to offer a more extended and comprehensive course for schools that wish to devote an entire year to the subject. The flora includes seven hundred species. The descriptions are written in the very simplest language consistent with accuracy, and technical terms are omitted in every case where ordinary language is sufficiently concise and accurate to answer the purpose.

FIRST STUDIES OF PLANT LIFE

(Ready in April)

By GEORGE FRANCIS ATKINSON, Professor of Botany in Cornell University, Ithaca, New York.

In this new book by Professor Atkinson is presented the really unusual and attractive combination of high scholarship with a rare felicity in writing for young people.

The object in presenting these studies has been to interest the child and pupil in the life and work of plants. Part IV, "Life Stories of Plants," the author has presented in the form of biographies. It suggests that biographies from the plants themselves are to be read by the pupils. In fact, this feature of "reading" the stories which plants have to tell forms the leading theme which runs through the book. The plants talk by a "sign language," which the pupil is encouraged to read and interpret. This method lends itself in a happy manner as an appeal to the child's power of interpretation of the things which it sees.

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NOTES

A NEW book by the noted literary and Shakespearean critic, Edward Dowden, entitled "Puritan and Anglican," was issued in January by Messrs. Henry Holt & Co. Mr. Dowden treats of Puritanism and English Literature, Sir Thomas Browne, Hooker, Herbert, Vaughan, Milton, Jeremy Taylor, Baxter, Runyan, Butler, the Transition to the Eighteenth Century, etc. He gives a peculiarly vivid personal tone to the book, through often using the thoughts and phrases of the authors treated.

WE have found that even among ourselves our historic methods are not universally convenient or serviceable, says Professor Woodrow Wilson in the *March Atlantic*. They give us untrained officials, and an expert civil service is almost unknown amongst us. They give us petty officials, petty men of no ambition, without hope or fitness for advancement. They give us so many elective offices that even the most conscientious voters have neither the time nor the opportunity to inform themselves with regard to every candidate on their ballots, and must vote for a great many men of whom they know nothing. They give us, consequently, the local machine and the local boss; and where population crowds, interests compete, work moves strenuously and at haste, life is many-sided and without unity, and voters of every blood and environment and social derivation mix and stare at each other at the same voting places, government miscarries, is confused, irresponsible, unintelligent, wasteful, and of sinister aspect. Methods of electoral choice and administrative organization which served us admirably well while the nation was homogeneous and rural, serve us oftentimes, ill enough now that the nation is heterogeneous and crowded into cities.

New Publications in History

THE FRENCH REVOLUTION

A Sketch. By SHAILER MATHEWS, A. M., Professor in The University of Chicago. 12mo, 307 pages, \$1.25.

THE SOURCES AND LITERATURE OF ENGLISH HISTORY

From the Earliest Times to About 1485. By CHARLES GROSS, Ph.D., Harvard University. 8vo, \$5.00.

SELECTIONS FROM THE SOURCES OF ENGLISH HISTORY

Being a Supplement to Text-Books of English History, B. C. 55–A. D. 1832. By CHARLES W. COLBY, Ph.D., Professor of History, McGill University; Lecturer on History, Harvard University. Crown, 8vo, 361 pages, \$1.50.

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THE February issue of the Houghton, Mifflin & Co.'s valuable Riverside Art Series is entitled "Greek Sculpture," and it will be written by Miss Estelle M. Hurl, the well-known author of the earlier numbers of the series and of other books on art.

In this book Miss Hurl has collected sixteen examples of the best and most characteristic Greek marbles and has told in simple style the story of each and of its maker. Among these may be mentioned the Zeus Atricolis, Horseman from the Parthenon Frieze, Head of Apollo Belvidere, The Faun of Praxiteles, Sophocles, Diskobolus, Venus of Milo, and the Nike—The Winged Victory. There is also valuable introductory matter most useful for further investigation.

CALIFORNIA SUMMER SESSION.—The University of California has engaged six scholars of wide reputation, all professors in eastern universities, for the faculty of its next summer session, in July and August 1901. The men who will come to California from other institutions will be James E. Russell, dean of the Teachers' College of Columbia University; John Dewey, professor of philosophy in The University of Chicago; H. Morse Stephens, professor of modern history in Cornell University; James W. Bright, professor of English philology in Johns Hopkins University; Liberty Hyde Bailey, professor of horticulture in Cornell University; and Albert S. Cooke, professor of the English language in Yale University. Instruction will be offered in philosophy, education, history, Latin, Greek, physics, chemistry, botany, mathematics, and other departments. A short course for farmers is being planned, in which practical instruction will be given in horticulture, irrigation, dairy husbandry, stock breeding, etc. The gymnasium will be open, and summer students may exercise there, or may choose courses in the theory of physical culture.

Two New Spanish Text-Books

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THE SILVER SERIES OF MODERN LANGUAGE TEXT-BOOKS

A FORTHCOMING SERIES OF TEXT-BOOKS FOR THE STUDY OF

FRENCH GERMAN ITALIAN SPANISH

Under the editorial supervision of ADOLPHE COHN, LL.B., A.M., Professor of the Romance Languages and Literatures in Columbia University

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"It looks like an excellent book, businesslike, straightforward, and of just about the right compass. I shall use it next year, if nothing prevents."
—WILLIAM HENRY BISHOP, Sheffield Scientific School of Yale University.

An Elementary Spanish Reader

By L. A. LOISEAUX, B.S. Cloth, 162 pages. Introductory price, 90 cents.

"The selections of the reader are well graded, varied, and not too lengthy—an excellent feature. These intrinsic qualities, enhanced by the attractiveness of the print and binding, are advantages which I shall not be slow to avail myself of in my classes."
—CHARLES CHOLLET, Professor of Romance Languages, West Virginia University.

The publishers cordially invite correspondence and inquiries from instructors in the modern languages, and all others interested

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A BOY is made up of mind and body. These two elements, mysteriously bound together, yet separated by the widest gap in the universe, jog on side by side, each dependent upon the other, says Henry D. Sedgwick in the January *Atlantic*. Education must take this union into account; it must always remember that the body is animal, and that it has received two great commandments: "Thou shalt live," and "Thou shalt multiply." The education of man must be shaped with reference to these two fundamental commands.

Our civilization has reckoned with the first. The desire for life has been deepened, broadened, and transformed. . . . Under the control of education the desire for life seeks satisfaction in ever greater knowledge, ever greater dominion over nature. College assumes that this desire is a noble want of noble things, and teaches it to be such.

But when we consider the second imperious command, what do we find? Civilization has established the institution of marriage, it has decreed that a man may lawfully have one wife only, but it has done little else. Civilization is a great brute force that needs to be led. What does education? It halts timidly to see what civilization will do; and the desire to multiply roams at will. Shall not education tame it, train it, and manage it? Shall not that desire be deepened, broadened, and transformed, till it, too, help make life far nobler than it is? With this passion for a lever we might uplift the world, but education is afraid of it.

New Books for High Schools

CIVIL GOVERNMENT, AS DEVELOPED IN THE STATES AND IN THE UNITED STATES. By J. R. Flickinger, A.M., Sc.D.

A historical and analytic account of our civil institutions for schools and colleges. The treatment is national in scope and the book is adapted for use in every state in the Union. Cloth, 374 pages. **Introduction price, \$1.00.**

EXPERIMENTAL CHEMISTRY. By Lyman C. Newell, Ph.D. (Johns Hopkins)

Presents a course in Chemistry in touch with the most advanced theories and with the best scientific and pedagogical ideas." Cloth, 410 pages. **Price, \$1.10.**

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Leads pupils to form their own opinions, and adds freshness and efficiency to the study. Notable features are keen, stimulating questions, careful formulation of principles, and an abundance of exercises. Cloth, 316 pages. **Price, 90 cents.**

COMPLETE TRIGONOMETRY. By Webster Wells, S.B.

Plane and Spherical, with four place logarithmic tables. Marked by many improvements and a large number of new problems. Half leather, 166 pages. **Price, 90 cents.**

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NOTES

MR. C. M. JORDAN, Superintendent of Schools in Minneapolis, makes the following interesting comments on high schools in his annual report, just received:

The reports of the principals show that the high schools are in a prosperous and healthy condition. These reports are confirmed by my own observation, as during the past year I have devoted much time to visiting them. The number of graduates is larger by 76 than in the year preceding. I would emphasize the suggestion made in some of the reports of the high-school principals, and in that of the Supervisor of Music, that music be made more of a feature in the high schools, and that physical culture receive more attention. When the lower grades are suitably provided for it would be well to place a special instructor of music and physical culture in charge of those subjects in the high schools. With the amount of work which is required in the grades, it is not possible for the Supervisor of Music to give especial attention to the high schools. Moreover, at the present time the subject is not included in the high-school course, although in some of the schools sufficient time is found to pursue it to some extent. It is a matter for regret that owing to the growth of the high schools the eighth-grade pupils in the north and south districts will soon be debarred from the high-school buildings and be required to take the last year before the high school in different buildings. My observation, which is, I think, confirmed by the opinion of all who have closely watched the matter, leaves me to believe that there is a very great advantage in massing the eighth-grade pupils of a high-school district in a high-school building. Not only is the grading more easily arranged and more satisfactory, but there is also the enthusiasm which comes from numbers, as well as the supervision by the principal of the high school, who, knowing both the demands of the high school and the abilities and acquirements of the grade pupil, is often

BOOKS ON BOTANY *and* NATURE STUDY

Bergen's Foundations of Botany

By JOSEPH Y. BERGEN, Instructor in Biology in the English High School, Boston, and Author of "Elements of Botany." For introduction, \$1.50. Another notable book by MR. BERGEN, whose "Elements of Botany" has come to be the most widely used recent text-book on the subject in higher schools and academies. It is intended not to take the place of the "Elements," but to offer a more extended and comprehensive course for schools that wish to devote an entire year to the subject.

Books on Nature Study

Atkinson's First Studies of Plant Life (Nearly ready)	The Jane Andrews Books:	
Long's Ways of Wood Folk	Seven Little Sisters	\$0.50
Long's Wilderness Ways	Each and All	0.50
Gould's Mother Nature's Children	Stories Mother Nature Told	0.50
Eddy's Friends and Helpers	My Four Friends	0.40
Dickerson's Moths and Butterflies	(Nearly ready)	
The Finch Primer		\$0.30
The Finch First Reader		0.30
Study and Story Nature Readers:		
Earth and Sky		0.30
Pets and Companions		0.30
Bird World		0.60
Sir Bevis, from Jefferies' Wood Magic		0.30

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better able than the grade principal to determine the matter of promotion, and to advise in the selection of a course of study for the pupil after reaching the high school. There is also a unity about the work which it is not possible to secure in six or eight buildings located in different parts of a district, and under the supervision of different principals. The pupils also form an acquaintance with the high school proper which makes it more easy for them to continue their attendance at high school after the eighth grade is completed. It seems to me that when it becomes impossible to mass the eighth grades in the high-school buildings, it would be well to select a grade building centrally located in the district, and make that the eighth-grade building for that district. It would not be so well for the pupils as to attend in the high-school building, but would be better than to scatter the grades according to the system which now prevails. In connection with the eighth grade it is proper to speak in this place of the graduating exercises, which occurred in the four sections of the city in January and June. Although they were held in the daytime, the attendance was remarkably large, and the interest manifested by those present showed how much they were impressed by the earnestness of the boys and girls for whom the exercises were held. It is not too much to say that these commencements have exerted a strong influence toward retaining in school many boys and girls who, feeling that they probably could not attend the high school, were disposed to leave school and take up their work as bread-winners before completing the eighth grade. It is not unusual for some of these, after completing the work of the eighth grade, to enter the high school and remain throughout the course.

ANOTHER new edition which will be welcomed is that of Mr. Hamilton W. Mabie's *William Shakespeare: Poet, Dramatist and Man*. This will be published by The Macmillan Company at \$3.50, net, and is brought out in handsome library form.

WHAT THE FIRST YEAR'S LATIN WORK SHOULD DO

1. Awaken interest and stimulate enthusiasm.
2. Give familiarity with the Latin order of words and the simpler idioms of the language.
3. Give the mastery of a practical vocabulary.
4. Give a thorough knowledge of forms: declensions, and conjugations.
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Kant on Education, being Volume 36 in Heath's Pedagogical Library, will appear in May. This is a translation of the great philosopher's *Ueber Pädagogik*, by Annette Churton. C. A. Foley Rhys Davids has written a suggestive and timely introduction to the volume, pointing out the exact contribution which Kant has made to pedagogy. The translation has been provided with a running marginal index, and represents the first attempt that has been made to present Kant's great work in English. The publishers are D. C. Heath & Co., Boston.

Two very popular books have just been issued for schools and colleges by Messrs. Houghton, Mifflin & Co. Both were published on August 25, 1900, and of one of them, Webster's English: Composition and Literature, four editions were prepared within six weeks and it received more than sixty adoptions within fourteen weeks. The other book, Larned's History of England for Schools and Colleges, within fourteen weeks of publication, received over eighty adoptions, and two editions were needed within a month of its first appearance. This is a remarkable record for two new books.

The following extract from the course of study of the high school, Lincoln, Neb., emphasizes an important phase of language work:

The bearing of foreign language study upon the diction, literature, and syntax of English is especially emphasized, translations from the classics being regularly submitted to the English department for criticism and suggestion. Courses in history and literature under language teachers run parallel with the language courses and are intended to enforce the teaching of literature and linguistics in the light of their historical setting and with a special view to the interrelations involved.

Text-Books for Commercial Education

Introduction to the Study of Commerce

By FREDERICK R. CLOW, Ph.D., State Normal School, Oshkosh, Wisconsin, with an introduction by F. W. TAUSSIG, Ph.D., LL.B., Harvard University. Illustrated by 10 charts and diagrams showing demand and supply, exports and imports, market prices, etc., etc. (In Press.)

The book is designed as a working manual of economics and industrial geography for students who are soon to pass from school into practical life. The governing purpose running through the work is not so much to prepare the student for practical business as to enable him to comprehend the principles which lie at the bottom of all business, and to give him that larger intelligence by which he may see the social significance of any detail, as well as its relation to his own pocket.

Introduction to the Study of Economics

By CHARLES JESSE BULLOCK, Ph.D., Assistant Professor of Economics, Williams College. New edition, revised and enlarged. 581 pp. \$1.28

A broad discussion of the principles of economics; special reference to economic and monetary history of the United States.

Institutes of Economics

By E. BENJAMIN ANDREWS, D.D., LL.D., Chancellor of the University of Nebraska, late President of Brown University. New and revised edition. 240 pp. - - - \$1.30

Brevity, thoroughness, keen analysis, and encouragement to side-reading characterize this scholarly work.

Business Law.

By THOMAS RAEBURN WHITE, B.L., LL.B., Lecturer on Law in the University of Pennsylvania. The elementary principles of law involved in the more common business transactions clearly stated and free from technicality. Cloth, 367 pp. \$1.50.

"I think it an admirable little work, well suited for both high school and college classes. It is sufficiently comprehensive, and the subjects treated are explained concisely and clearly. A careful study of such a work would give to a student much valuable discipline, and a great deal of useful knowledge."—J. E. ROSSIGNOL, Department of History and Economics, University of Denver, University Park, Colo.

Correspondence about any of our Books cordially invited.

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NOTES

THE fortieth annual convention of the National Educational Association will be held at Detroit, Mich., July 8 to 12, 1901. The situation of Detroit as the gateway to the famous and beautiful vacation resorts of the Great Lakes and Canada has made it possible to secure unusually attractive side trips at very low rates, with the usual extension of tickets for return until the close of the teachers' vacation, September 1. All tickets will provide for continuous passage in both directions, excepting that stop-overs will be granted in Trans-Continental Association territory on the return trip, and that a stop-over of ten days will be granted at Niagara Falls or Buffalo on the return trip on all tickets reading through those points.

All tickets are limited to reach Detroit not later than July 9, and returning to leave Detroit not earlier than July 9 nor later than July 15, with provision that tickets may be extended for return to any date not later than September 1, by depositing the same with the Joint Railway Agent in Detroit on or before July 12 and paying a deposit fee of fifty cents.

The Executive Committee has made very favorable arrangements with all railroad lines for the usual cheap rates, which will consist of one first-class limited fare for the round trip plus \$2 membership fee. There will be a great many opportunities for side trips from Detroit by water and by land to the Pan-American Exposition at Buffalo and to the various summer resorts in Canada. Full particulars of these, together with the hotel rates and the various arrangements made by the different states for headquarters in Detroit, are contained in the official program bulletin issued by Mr. Irwin Shepard, secretary of the National Educational Association, Winona, Minn. Mr. Shepard will gladly send this to all persons who desire to take advantage of this meeting.

The Local Committee on Accommodations expects to provide entertainment in the homes of the city of Detroit for from 12,000 to 15,000 guests, at rates varying from \$1 to \$1.50 per day.

Applications for entertainment should be made early to O. G. Frederick, chairman, Local Executive Committee, National Educational Association, 50 Miami avenue, Detroit, Mich.

The Committees on Reception and on Accommodations have adopted excellent plans for receiving guests on the arrival of every train at each of the three Detroit terminal depots. It is the purpose to meet and escort to any desired locality every National Educational Association visitor arriving in Detroit between noon of July 6 and noon of July 9.

For the benefit of our readers we have secured the programs of the different departments of the association, so that there may be submitted very

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tangible evidence of the interesting character of this fortieth convention of the National Educational Association.

GENERAL SESSIONS

Tuesday afternoon, July 9.—Addresses of welcome: His Excellency, Hon. A. T. Bliss, governor of Michigan; Hon. Delos Fall, state superintendent of public instruction, Lansing, Mich.; Hon. W. C. Maybury, mayor of Detroit; President James B. Angell, University of Michigan, Ann Arbor, Mich.; Superintendent Wales C. Martindale, city schools, Detroit. Responses: Hon. Richard Harcourt, minister of education, Toronto, Ont.; Superintendent R. G. Boone, city schools, Cincinnati, O.

NOTE.—Active members will meet at their respective state headquarters, or at other places to be announced in the general program, at 5:30 P. M., Tuesday, July 9, to select nominees for the general Nominating Committee.

Wednesday morning, July 10.—Elementary education: (1) "What Is a Fad?" F. Louis Soldan, superintendent of city schools, St. Louis, Mo. (2) "Is the Curriculum Overcrowded?" J. H. Van Sickle, superintendent of schools, Baltimore, Md. (3) "How Early May Hand Work be Made a Part of School Work?" Charles R. Richards, director of Manual Training Department, Teachers College, Columbia University, New York city. Discussion, by William K. Fowler, state superintendent of public instruction, Lincoln, Neb., and William M. Davidson, superintendent of city schools, Topeka, Kan. Appointment of Committee on Nominations.

Thursday morning, July 11.—Economics and education: (1) "Social Science and the Curriculum," Professor George E. Vincent, University of Chicago, Ill. (2) "Common Essentials in Economics," Professor John Huston Finley, Princeton University, N. J. (3) "Economics in the Public Schools," George Gunton, president, Institute of Social Economics, Union Square, New York City. (4) "Ideals and Methods of Economic Teaching," Professor Frederick W. Speirs, N. E. Manual Training School, Philadelphia, Pa. Discussion, by Reuben Post Halleck, principal of Boys' High School, Louisville, Ky. Annual meeting of active members for election of officers and the transaction of other business, at 12 M.

Friday morning, July 12.—Higher education: (1) "The Functions of a University in a Prosperous Democracy," Charles F. Thwing, president, Western Reserve University, Cleveland, O. (2) "Federal and State Interest in Higher Education": (a) Robert B. Fulton, president, University of Mississippi, University, Miss.; (b) Professor Charles W. Kent, University of Virginia, Charlottesville, Va. (3) "Recent Growth of Public High Schools in the United States as Affecting the Attendance of Colleges," Hon. William T. Harris, Commissioner of Education of the United States. Discussion, by William H. Smiley, principal of high school, District No. 1, Denver, Colo., and James Russell Parsons, Jr., secretary of the University of the State of New York, Albany, N. Y.

Evening addresses.—President's address, "The Duty of the National Educational Association in Shaping Public Educational Opinion," James M. Green, president of the National Educational Association, Trenton, N. J. "Progress in Education," Bishop John Lancaster Spaulding, Peoria, Ill. "Some of Our Mistakes," Principal George M. Grant, Queen's University, Kingston, Ont., Can. "Our National Flower," Edna Dean Proctor, South Framingham, Mass. "The School and the Library," Frederick M. Crunden, librarian of the public library, St. Louis, Mo. "The Relation of Music to Life" (with illustrative interpretations), Thomas Whitney Surrette, University of the State of New York, New York City.

NOTES

THE NATIONAL COUNCIL OF EDUCATION

Sessions in Y. M. C. A. Auditorium

Monday, July 8, 9:30 A. M.—“Isolation in the School: How it Hinders and How it Helps,” William T. Harris, Commissioner of Education of the United States. 2:30 P. M.—“Educational Progress During the Past Year,” Elmer E. Brown, professor of theory and practice of education, University of California, Berkeley, Cal. 8 P. M.—(1) Address in memory of Professor B. A. Hinsdale, LL.D., by James R. Angell, president, University of Michigan, Ann Arbor, Mich. (2) Addresses in memory of Hon. Henry Barnard, LL.D.: (a) “Henry Barnard as an Educational Critic,” Francis W. Parker, president of Chicago Institute, Chicago, Ill.; (b) “The Establishment of the Office of United States Commissioner of Education and Henry Barnard’s Relation to It,” William T. Harris, Commissioner of Education of the United States; (c) “Henry Barnard’s Influence on the Establishment of Normal Schools in the United States,” E. Oram Lyte, principal, First Pennsylvania Normal School, Millersville, Pa.; (d) “The Influence of Henry Barnard on Schools in the West,” N. C. Dougherty, superintendent of schools, Peoria, Ill.; (e) “Henry Barnard’s Home Life, and His Work and Influence upon Education as Commissioner of Connecticut and Rhode Island,” Charles H. Keyes, superintendent of schools, South District, Hartford, Conn.

Tuesday, July 9, 9:30 A. M.—(1) “Lessons of the Educational Exhibits at Paris,” (a) by Miss Anna Tolman Smith, Bureau of Education, Washington, D. C.; (b) by Howard J. Rogers, director of education and social economy, United States Commission to the Paris Exposition, Albany, N. Y. (2) Report of the Committee on a National University, presented by the chairman, William R. Harper, president of the University of Chicago, Chicago, Ill.

Thursday, July 11, 2:30 P. M.—“The Ideal School,” G. Stanley Hall, president of Clark University, Worcester, Mass.

Friday, July 12, 2:30 P. M.—“Report of the Committee on Investigations and Appropriations,” by the chairman, James M. Greenwood, superintendent of schools, Kansas City, Mo. Business meeting.

DEPARTMENTS OF KINDERGARTEN EDUCATION AND CHILD STUDY

Joint Sessions in Woodward Avenue Baptist Church

Wednesday afternoon, July 10.—General topic for both sessions, “Rhythm of Work and Play.” (1) President’s address, “Work and Play,” Thomas P. Bailey, Jr., president, Department of Child Study; assistant professor of pedagogy, University of Chicago. (2) “Work and Play for the Kindergarten Child,” Mrs. Alice H. Putnam, superintendent of Chicago Froebel Association, Chicago, Ill. (3) “Work and Play for the Child of the Elementary School,” Miss Charlotte M. Powe, supervisor of primary grades, city schools, Columbia, S. C. (4) “Work and Play in Adolescence,” M. V. O’Shea, professor of the science and art of education, University of Wisconsin.

Thursday afternoon, July 11.—(1) (Subject to be supplied), Miss Evelyn Holmes, president, Kindergarten Department, National Educational Association; director, South Carolina Kindergarten Training School, Charleston, S. C. (2) Paper (to be supplied). (3) “Rhythm in the Kindergarten, with Illustrations from Experience,” Mrs. Ethel Roe Lindgren, director in Chicago Kindergarten Institute, Chicago, Ill. (4) General discussion of papers read at both sessions.

NOTE.—A parents’ conference will be held on Friday afternoon, July 12, at which many distinguished teachers will be present and take part in the informal discussions.

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DEPARTMENT OF ELEMENTARY EDUCATION Sessions in Central High School, Assembly Room

Thursday afternoon, July 11.—(1) "The Church and the Public School," Thomas A. Mott, superintendent of schools, Richmond, Ind. Discussion. (2) "Educational Basis of Art—Cause and Cure of Art Unresponsiveness in Children," Charles De Garmo, professor of science and art of education, Cornell University, Ithaca, N. Y. Discussion.

Friday afternoon, July 12.—(1) "Educational Pioneering in the Southern Mountains," William Goodell Frost, president of Berea College, Berea, Ky. Discussion. (2) "Nature Study in the Public Schools," Rev. William J. Long, author of *Ways of Wood-Folk, etc.*, Stamford, Conn. Discussion by Miss Ada P. Wertz, critic teacher, Southern Illinois State Normal University, Carbondale, Ill.

DEPARTMENT OF SECONDARY EDUCATION Sessions in Central High School, Room 230

Wednesday afternoon, July 10.—"The Function of the High School of Today," J. Remsen Bishop, principal of the Walnut Hills High School, Cincinnati, O. Discussion by Stratton D. Brooks, high-school visitor of the University of Illinois, Champaign, Ill. (2) Round-Table Conference — Subjects: English, Latin, Botany, Commercial Studies, Art; leader (to be appointed).

Thursday afternoon, July 11.—(1) Round-Table Conference — Discussion of Secondary-School Studies: Greek, Physics, German, Algebra, Domestic Science; leader (to be appointed). (2) Round-Table Conference — Discussion of Secondary-School Studies: French, Chemistry, Geometry, Manual Training, History; leader (to be appointed).

DEPARTMENT OF HIGHER EDUCATION Sessions in Central High School, Room 314

Wednesday afternoon, July 10.—(1) "The Function of the State University," R. H. Jesse, president of the University of Missouri, Columbia, Mo. Discussion. (2) "Rise of National Education in the Sixteenth Century," Professor John W. Herrin, Western Reserve University, Cleveland, O. Discussion.

Friday afternoon, July 12.—(1) "Culture of the Human Spirit," William E. Chancellor, superintendent of schools, Bloomfield, N. J. Discussion. (2) "The Moral Element in Education," W. H. Faunce, president of Brown University, Providence, R. I. Discussion.

DEPARTMENT OF SUPERINTENDENCE Sessions in Central High School, Room 314

Thursday afternoon, July 11.—In accordance with action taken at the annual meeting of the department held in Chicago in February, 1901, an adjourned session of the Round Table of the State and County Superintendents will be held for the discussion of the following topics: Library Systems, Teachers' Wages, Recent Legislation, Uniform Text-Books for the Common Schools, Free Text-Books, County Institutes, Teachers' Reading Circles, Consolidation of Schools, Transportation of Pupils. Leader, Hon. Frank L. Jones, state superintendent of public instruction, Indianapolis, Ind.; secretary, Miss Fannie G. Gies, superintendent of Schools of Mower county, Austin, Minn.

DEPARTMENT OF NORMAL SCHOOLS Sessions in First Presbyterian Church, Chapel

Wednesday afternoon, July 10.—"The Training of Teachers for Secondary Schools," Dean James E. Russell, Teachers College, Columbia University, New York city. Discussion by Professor George H. Locke, University of Chicago, Ill., and others.

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Friday afternoon, July 12.—(1) "The Practice School in Connection with Normal Colleges," Chancellor W. H. Payne, Peabody Normal College, Nashville, Tenn. Discussion by P. P. Claxton, professor of pedagogy, State Normal and Industrial College, Greensboro, N. C., and others. (2) "Enriching the Normal-School Courses," Principal Augustus S. Downing, Training School for Teachers, New York City. Discussion.

DEPARTMENT OF MANUAL TRAINING

Session on July 11, in Central High School, Room 212

Wednesday afternoon, July 10.—Joint session with Department of Art Education, in First Congregational Church. (1) "Textile Arts as Constructive Work in Elementary Schools," Miss Clara J. Mitchell, Chicago Institute, Chicago, Ill. (2) "Artistic Handicraft in Primary and Intermediate Grades," Miss Helen M. Maxwell, principal of Schiller School, Minneapolis, Minn. (Miss Maxwell will illustrate her address with an exhibit of "art-craft" work.) (3) General discussion. Representatives of schools sending exhibits will be at their exhibits, at hours to be announced, to explain them to visitors. A department reception is being planned by the Local Committee on manual training to follow the session.

Thursday afternoon, July 11.—Topic, "The Relation of Manual Training to Trade Instruction." (1) Paper (subject to be supplied) by Charles F. Warner, principal of Mechanics Arts High School, Springfield, Mass. (2) Paper (subject to be supplied) by Virgil G. Curtis, superintendent of Toledo Polytechnic School, Toledo, O. (3) Discussion by Charles R. Richards, professor of manual training, Teachers College, Columbia University, New York City, N. Y.; and Calvin M. Woodward, director of manual training school, Washington University, and president of board of education, St. Louis, Mo. (4) General discussion.

DEPARTMENT OF ART EDUCATION

Sessions in First Congregational Church

Wednesday afternoon, July 10.—Joint session with Department of Manual Training, to be held in First Congregational Church. For program see Department of Manual Training.

Thursday afternoon, July 11.—(1) "The Course of Study in Drawing for Elementary Schools," Miss Harriette Rice, supervisor of drawing in public schools, Providence, R. I. Discussion. (2) "The Study of Fine Art in American Colleges and Universities: Its Relation to the Study in Public Schools," Frank Forrest Fredericks, professor of art and design, State University of Illinois, Champaign, Ill. Discussion.

DEPARTMENT OF MUSIC EDUCATION

Sessions in First Presbyterian Church

Wednesday afternoon, July 10.—(1) President's address, A. J. Gantvoort, assistant director of College of Music, Cincinnati, O. (2) "Rhythm," Miss Harriette Doughty, supervisor of music, Evanston, Ill. (3) "Music Teachers in Their Relations to the Schools," Charles Haupt, superintendent of city schools, Wooster, O.

Thursday afternoon, July 11.—(1) "Music in the Primary Grades," Miss Sara Galloway, supervisor of music, Meridian, Miss. (2) "Supervisors and Supervision," Walter Aiken, supervisor of music, Cincinnati, O.

DEPARTMENT OF BUSINESS EDUCATION

Sessions in Business University

Thursday afternoon, July 11.—(1) President's address, William E. Doggett, assistant principal, Commercial High School, Brooklyn, N. Y. (2) "The Education and

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Training of Commercial Teachers," W. A. Scott, director of school of commerce, University of Wisconsin, Madison. (3) "What Constitutes a Business Education?" I. O. Crissy, state inspector of business education, Board of Regents, Albany, N. Y. Discussion by Randolph B. Seymour, head of commercial department, High School, Springfield, Mass.; T. W. Bookmeyer, president of Sandusky Business College, Sandusky, O.; and George H. Barbour, vice-president, Michigan Stove Company, Detroit, Mich.

Friday afternoon, July 12.—(1) "What is the Function of the Public Schools in the Matter of Commercial Teaching?" Myron T. Scudder, principal, State Normal School, New Paltz, N. Y. Discussion by J. C. Benedict, superintendent of public schools, Le Roy, N. Y.; and Henry E. Brown, head of commercial department, High School, Rock Island, Ill. (2) "Writing in the Grades Below the High School When the Commercial Branches are Taught in the High School," J. F. Barnhart, supervisor of writing, public schools, Akron, O. Discussion by F. S. Musrush, supervisor of writing, public schools, Lakewood, O.; and J. H. Bachtenkircher, supervisor of writing, Lafayette, Ind. (3) "The Phonograph as an Aid in Teaching Shorthand," Theodore F. Lake, teacher of phonography, Commercial High School, Brooklyn, N. Y.

DEPARTMENT OF PHYSICAL EDUCATION

(Place for holding sessions to be announced later)

Wednesday afternoon, July 10.—(1) President's address, Dr. William O. Krohn, Chicago, Ill. (2) "Physical Training and the American Teacher," Hans Ballin, supervisor of physical training, Little Rock, Ark. Discussion. (3) Illustrative physical exercises for the various grades, by pupils of the Detroit public schools, directed by Miss Charlotte Carne, supervisor of physical training, Detroit, Mich.

Thursday afternoon, July 11.—(1) Paper by Mr. Robert Nix, representing North American Turnerbund, Indianapolis, Ind. Discussion. (2) Paper (to be supplied). Discussion. (3) Exhibition and illustrative exercises, by turner societies of Detroit.

DEPARTMENT OF SCIENCE INSTRUCTION

Sessions in Central High School, Room No. 111

Thursday afternoon, July 11.—(1) President's address, "A Plea for the Study of Educational Philosophy by Teachers of Science," N. A. Harvey, head of department of science, Chicago Normal School. (2) "What Science Teachers Can Do to Increase the Estimation in Which Scientific Studies are Held," W. S. Blatchley, state geologist of Indianapolis, Ind. (3) "The Status of Science Instruction in the Secondary Schools of the State of New York," L. Dwight Arms, inspector of secondary schools for the University of the State of New York, Albany, N. Y.

Friday afternoon, July 12.—(1) "Agriculture as a Science for the Elementary Schools," Joseph Carter, superintendent of city schools, Champaign, Ill. (2) "The Relation of Physical Geography to Other Scientific Subjects," W. H. Norton, president of Iowa Academy of Sciences; professor of geology, Cornell College, Mt. Vernon, Ia. (3) "Science as a College-Entrance Requirement," C. W. Dabney, president of the University of Tennessee, Knoxville, Tenn.

The fullest opportunity that time will permit will be given for free discussion. The Local Committee has arranged for an exhibit of the science work of the Detroit high schools on Wednesday, July 10, at 2 P. M.

DEPARTMENT OF SCHOOL ADMINISTRATION

Sessions in Central High School, Room 130

Wednesday afternoon, July 10.—(1) President's address, Hon. W. S. Ellis, president, board of education, Anderson, Ind. (2) "Centralization of Rural Schools," Hon.

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L. D. Bonebrake, state school commissioner of Ohio, Columbus, O. (3) "School-room Temperature and Humidity," William George Bruce, editor, *American School Board Journal*, Milwaukee, Wis. (4) "Relation of State Legislation to Modern School Building," C. H. Parsons, Des Moines, Ia.

Thursday afternoon, July 11.—(1) "The Value of Truant Schools," Julius E. Rogers, member of board of education, Binghamton, N. Y. (2) "Elective or Appointive School Boards?" Hon. Graham H. Harris, president of board of education, Chicago, Ill. (3) "What Constitutes an Efficient Superintendent?" Israel H. Peres, member of board of education, Memphis, Tenn.

LIBRARY DEPARTMENT

Sessions in Central M. E. Church, Chapel

Thursday afternoon, July 11.—(1) President's address, R. C. Metcalf, supervisor of schools, Boston, Mass. (2) "The Library Movement and What it Means," James H. Canfield, librarian of Columbia University, New York City. (3) "The Library and the School in the South," G. F. Boyd, president, State Teachers' Association, Mississippi. (4) "What the Normal Schools Can Do for Teachers on the Library Side": (a) Miss Irene Warren, librarian, school of education, University of Chicago, Chicago, Ill.; (b) Miss Ange V. Milner, librarian, State Normal University, Normal, Ill.

Friday afternoon, July 12.—(1) "How Shall Children be Led to Love Good Books?" Miss Isabel Lawrence, training teacher, State Normal School, St. Cloud, Minn. (2) "The Place of the Library in Education," Melvil Dewey, director, New York State Library. (3) "The Library and School as Coördinate Forces in Education," Livingstone McCartney, superintendent of public schools, Hopkinsville, Ky. (4) Address by representative of the American Library Association.

Mr. F. M. Crunden, of the St. Louis Public Library, will represent the Library Department on the general program at one of the evening sessions.

DEPARTMENT OF EDUCATION FOR DEAF, BLIND, AND FEEBLE-MINDED

Sessions in Woodward Avenue Congregational Church

Wednesday afternoon, July 10.—(1) President's address, Miss Mary McCowen, supervising principal, Chicago Day Schools for the Deaf. (2) "The Lesson to be Learned by the General Teacher from Experience in Teaching Arithmetic to the Blind," Superintendent Frank H. Hall, Institute for the Blind, Jacksonville, Ill. (3) "The State in its Relation to the Defective Child," Dr. Francis Burke Brandt, professor of pedagogy, Central High School, Philadelphia, Pa.

Friday afternoon, July 12.—(1) "Sensory and Motor Defects of Chicago School Children," Dr. D. P. MacMillan, department of child study, Chicago public schools; (2) (Subject to be supplied), Hon. S. Wesselius, Grand Rapids, Mich.

DEPARTMENT OF INDIAN EDUCATION

Sessions in Central M. E. Church

Morning, afternoon, and evening sessions will be presided over by inspectors, supervisors, agents, and superintendents who may be present at the respective meetings. Discussions at all sessions of the department will be upon topics furnished by prominent Indian workers in the United States, who will suggest the needs of their respective localities.

Monday morning, July 8.—Addresses of welcome: Hon. W. C. Maybury, mayor of Detroit, Mich.; Hon. Delos Fall, state superintendent of public instruction, Lansing, Mich.; Hon. Jason E. Hammond, ex-state superintendent of public instruction; Hon. Ed. F. Marshner, president of board of education, Detroit; Wales C. Martindale,

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superintendent of schools, Detroit. Responses: Hon. W. A. Jones, commissioner of Indian affairs, Washington, D. C.; W. M. Beardshear, president of College of Agriculture and Mechanic Arts, Ames, Ia.; Colonel R. H. Pratt, superintendent, Carlisle Indian School, Carlisle, Pa.; H. B. Frissell, principal, Hampton Normal and Agricultural Institute, Hampton, Va.; E. C. Nardin, superintendent of Mt. Pleasant Indian School, Mich.; H. B. Peairs, superintendent of Haskell Institute, Lawrence, Kan.; S. M. McCowan, superintendent of Indian School, Phoenix, Ariz.; Miss Estelle Reel, superintendent of Indian schools, Washington, D. C.

Monday afternoon, July 8.—(1) Opening address, "Learning by Doing," President H. B. Frissell, Hampton Normal and Agricultural Institute, Hampton, Va. (2) "What Should Be the Percentage of Indian Blood to Entitle Pupils to the Rights of Government Schools?" Discussion, led by Superintendent H. B. Peairs, Haskell Institute, Lawrence, Kan. (3) "How Can We Secure the Systematic Transfer of Pupils from Day to Reservation Schools and from Reservation to Non-Reservation Schools?" Discussion, led by Superintendent J. C. Hart, Indian School, Oneida, Wis.; Superintendent Ralph P. Collins, Indian School, Albuquerque, N. M.; Superintendent Thomas W. Potter, Salem Indian School, Chemawa, Ore. (4) "The Essentials of Indian Education," Miss Flora E. Harvey, principal, Indian School, Phoenix, Ariz. (5) "Character-Building through Housekeeping": (a) Miss Bertha A. Macey, matron, Indian School, Oneida, Wis.; (b) Miss Ada B. Miller, matron, Indian School, Ft. Lewis, Colo. (6) "Course of Study": (a) Miss Lydia E. Kaup, Mt. Pleasant, Mich.; (b) Mrs. Lillie McCoy, Washington, D. C. (7) "Better Facilities for Industrial Training and Competent Teachers Needed." Discussion, led by Supervisor A. O. Wright, Superintendent DeWitt Harris, Pipestone, Minn., and Superintendent L. M. Compton, Tomah, Wis. (8) "The Advisability of More All-Around Training for the Indian Rather than an Attempt to Make of Him a Skilled Mechanic." Discussion, led by Professor F. M. Rogers, Hampton Institute, Va.; Superintendent DeWitt Harris, Pipestone, Minn., and Superintendent J. C. Hart, Oneida, Wis. (9) Physicians' Conference, leader, Dr. J. H. Bulloch, Indian School, Cherokee, N. C. (10) "How Can the Government Best End the Supervision of the Indian and His Property?" Colonel R. H. Pratt, Carlisle, Pa.

Tuesday morning, July 9.—(1) Opening address, Dr. A. E. Winship, editor of the *Journal of Education*, Boston, Mass. (2) "The Necessity for Better Agricultural Training. Discussion, led by Superintendent W. H. Johnson, Morris, Minn., and Superintendent E. A. Allen, Seneca Indian School, Wyandotte, I. T. (3) "The Need of Compulsory Education." Discussion, led by Superintendent George W. Nellis, Sac and Fox, Iowa, and Superintendent H. B. Peairs, Haskell Institute, Kan. (4) "How Best to Provide for the Gradual Abolition of the Reservation and Ration System." Discussion by Agent John H. Sunderland, White Earth Agency, Minn.; Agent Samuel W. Campbell, La Pointe Agency, Wis.; Agent William A. Mercer, Leech Lake Agency, Minn.; Superintendent R. H. Pratt, Carlisle, Pa.; and Superintendent John Flinn, Chamberlain, S. D. (5) Paper, "Introspection," Superintendent E. A. Allen, Seneca Indian School, Wyandotte, I. T. (6) "Course of Study" (continued), Mrs. Lillie McCoy, Washington, D. C. (7) "Resolved, That the reservation day school should be made the prime factor in Indian education." Discussion, led by Agent F. O. Getchell, Ft. Totten Agency, N. D., and Charles O. Koonz, teacher, Green Bay Agency, Wis. (8) "Resolved, That children should at least be able to read, write, and speak the English language before being placed in a non-reservation school." Discussion, led by Superintendent Charles F. Pierce, Flandreau Indian School, S. D., and Superintendent

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F. C. Campbell, Ft. Shaw Indian School, Mont. (9) Paper (subject to be supplied), Superintendent Harwood Hall, Perris, Cal.

Wednesday morning, July 10.—(1) Opening address, Hon. William T. Harris, Commissioner of Education of the United States, Washington, D. C. (2) "The Outing System," A. J. Standing, assistant superintendent of Indian School, Carlisle, Pa. (3) "The Necessity of Teaching the Boy to Improve the Allotment the Government has Given Him." Discussion, led by Superintendent F. F. Avery, Fort Spokane, Wash.; Superintendent S. M. McCowan, Phoenix, Ariz.; Superintendent Russell Ratliff, Omaha and Winnebago Agency, Neb.; and Superintendent L. M. Compton, Tomah, Wis. (4) "Course of Study" (continued), Mrs. Lillie McCoy, Washington, D. C. (5) Papers: (a) "Domestic Science," Mrs. S. M. McCowan, matron, Indian School, Phoenix, Ariz.; (b) "Teaching the Indian Girl to Make Her Own Clothes," Mrs. Adaline O'Brien Evans, teacher, Indian School, Chillico, Okla.; (c) "Domestic Art," Mrs. John Flinn, Chamberlain, S. D. (6) "Why Should the Government Educate Mixed Bloods Whose Parents Are Abundantly Able to Pay for Their Education?" Colonel R. H. Pratt, Carlisle, Pa. (7) "What System Will Best Promote Character-Building Among the Indian Pupils and the Courage and Ability to Enter and Contend in the Opportunities of Civilized Life?" Discussion, led by Miss Cora M. Folsom, Hampton Institute, Va. (8) "How Can Full and Continuous Attendance be Obtained Where the Land is Allotted and the People Are Citizens?" Discussion, led by Superintendent E. A. Allen, Seneca Indian School, Wyandotte, I. T. (9) "Abolish the Position of Agent and Place the School Superintendent in Charge of the Reservation," Dr. Thomas H. Breen, superintendent of Indian School, Fort Lewis, Colo. (10) "How Can We Secure a Better Unification of Industrial and Academic Features in Indian Schools?" Professor O. H. Bakeless, Indian School, Carlisle, Pa. (11) "The Indian Employé: What Are His Needs and the Best Means of Stimulating His Growth and Self-Improvement?" Superintendent C. J. Crandall, Indian School, Santa Fé, N. M.

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Thursday morning, July 11.—(1) Opening address (subject to be supplied), Colonel R. H. Pratt, superintendent of Indian School, Carlisle, Pa. (2) "Agriculture in the Indian Schools," Superintendent L. M. Compton, Tomah, Wis. (3) "The Essentials of Indian Education," Mrs. Manie B. Cone, principal teacher, Indian School, Grand Junction, Colo. (4) "Practical Methods in Indian Education." Discussion, led by Superintendent S. M. McCowan, Phoenix, Ariz., and Mr. Joseph E. Evans, teacher in Indian School, Chilocco, Okla. (5) Paper, "Nursing," Miss Mary E. Fallon, Osage Indian School, Okla. (6) "The Day School as the Gradual Uplifter of the Tribe": (a) Miss Mary E. Disette, supervising teacher, day schools, Santa Fé, N. M.; (b) Sister Macaria Murphy, Odanah Day School, La Pointe Agency, Wis. (7) "The Slow but Lasting Results Obtained from Practical Teaching at Day Schools": (a) Mr. M. M. Murphy, Kingman Day School, Ariz.; (b) Miss Mary Christine, Baraga Day School, Mackinac Agency, Mich. (8) "How Many Years Can Profitably be Spent at a Day School?" Discussion, led by Superintendent Walter J. Wicks, Green Bay Agency, Wis., and Superintendent Reuben Perry, Lac Du Flambeau School, Wis. (9) Closing addresses: Colonel R. H. Pratt, Carlisle Indian School, Pa.; Superintendent H. B. Peairs, Haskell Institute, Kan.; Superintendent S. M. McCowan, Phoenix Indian School, Ariz.; Superintendent J. C. Hart, Oneida Indian School, Wis.; Dr. H. B. Frissell, principal of Hampton Institute, Va.; Superintendent E. A. Allen, Wyandotte, I. T.; Miss Estelle Reel, superintendent of Indian schools, Washington, D. C.

Tuesday, Wednesday, Thursday, and Friday afternoons and evenings teachers of Indian schools are expected to attend the general and department sessions of the association.

All teachers and others actively associated with educational institutions, including libraries and periodicals, may enroll as active members by making application to the secretary at Winona, Minn., or at the Bureau of Registration in Detroit, and

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Corrections of data for publication in the annual membership list should be filed with the registration clerk, for which blanks will be provided on application.

It is probable that most of those who attend the convention will wish to visit the Pan-American Exposition. It will be seen that such a visit can be made by a ten-days' side trip from Detroit after the convention, or by a ten-days' stop-over on the

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return trip for those whose tickets read via Hamilton, Toronto, Buffalo, or Niagara Falls, and still leave opportunity for spending a month or more at some chosen resort.

In either case it is believed that from all parts of the country the National Educational Association rate to Detroit, including side trip, or stop-over, to visit the Pan-American Exposition, will be found more desirable than any rate offered to Buffalo alone.

The local arrangements have wisely been placed by the citizens of Detroit in the hands of an Executive Committee selected from the teachers of that city, who will spare no effort to make the welcome and entertainment of the visitors worthy the reputation for hospitality already enjoyed by the city of Detroit.

A beautiful, illustrated booklet of fifty pages, setting forth the historic, scenic, and other attractions of Detroit, and giving full information as to local arrangements, has been issued by the Local Executive Committee, and will be mailed to any address upon application.

All correspondence on local affairs should be addressed to Professor Oliver G. Frederick, chairman, Local Executive Committee, National Educational Association, 50 Miami avenue, Detroit, Mich.

Active members of the association are invited to send to the secretary addresses of those who would be interested to receive the program bulletin; and to cooperate with the respective state directors and managers in extending information regarding the Detroit meeting and in securing a large attendance at the fortieth annual convention.

It is the aim of the Executive Committee to add, during the present year, one thousand names to the active membership list of the association; this can be realized only through the kind offices of the active members in seeing that every prominent teacher, among their associates attending the convention shall come to Detroit fully informed as to the advantages of active membership and disposed to become permanently identified with the association.

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THE NEW ERA IN MEDICAL EDUCATION.—The last quarter of the nineteenth century witnessed the conversion of the teaching and practice of medicine from a theoretical to a practical and demonstrative science. This momentous change, than which nothing more revolutionray and beneficent has been achieved in the history of the intellectual development of the race, has been the result of the establishment of laboratories in which research in medical science might be conducted. Such laboratories, first established in Germany, then in France, and now in all civilized and enlightened countries, have added a great wealth of facts to our knowledge of the structure and functions of the body, as well as having provided methods of preventing and combating diseases that already have robbed many of the most direful of their chief terrors. Hitherto America has scarcely kept pace with foreign countries in the provision for scientific studies in medicine, and in incentives to their prosecution. While this aspect of medical education has not been wholly disregarded in this country, the limitations placed upon institutions of learning by their inability to provide adequately out of their means, for the support of laboratories, has had a detrimental effect upon the growth of American medicine. In other countries the national and municipal governments have done readily what in this country is left to private inclination and benefaction.

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The volume will contain also a brief description of the organization and plan of the Board, together with a list of the examiners who framed the question papers in each subject, and of the readers who rated the answer books in each subject, for 1901.

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BOSTON NEW YORK CHICAGO SAN FRANCISCO ATLANTA DALLAS COLUMBUS LONDON

NOTES

DR. EDWARD EVERETT HALE relates this story of a recent experience: "I was riding on a railroad train," says he, "and the newsboy came along with an armful of books. He stopped at my seat, and asked me if I didn't want to buy a book. 'No, sir,' said I, 'I write books. I don't buy them. Folks who write books don't by any possible chance ever buy books.' The boy looked at me curiously for a few moments, and passed on. Pretty soon he came back, holding a book open. 'Say, mister,' he broke out, 'I reckon here's a book that you'd like to have, because it's got your picture in it.' He handed to me a copy of Holman Day's book of Yankee verse, *Up in Maine*. It was open at the half-tone cut of the queer-visaged old man who illustrates the part 'Long Shore.' I bought the book right then and there; and, before I had arrived at my destination, I read it, every word." Dr. Hale, when he related this anecdote to the author of *Up in Maine*, asked curiously, "Who is that old man whom newsboys on trains mistake for me?" The eminent preacher's amusement was deepened when he was informed that the picture was that of Elbridge Gerry Carr, of Mexico, Me., one of the quaintest characters in the state, a writer of rhymes and a real son of the soil. Mr. Carr wears a medal that he claims was sent to him by Queen Victoria in return for a poem that he wrote and sent to her at the time of her Jubilee.

MESSRS. GINN & COMPANY announce: *Selections from De Quincey*, by Professor Turk, of Hobart College; and in their new bulletin they announce that the Latin grammar for schools and colleges, on which Professors Hale and Buck have been working for so long, is now in press and will soon be issued. This book will be looked for with a great deal of interest.

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The book is distinctly a contribution to the literature of the science of algebra. All the topics for a complete course in college algebra are exhaustively treated. The extensive lists of new exercises, the numerous practical problems, and the graphical illustrations, are all features that will make the book valuable as a text. The complete system of cross-references makes it practical to use independently any part of the book for reading or study.

Crown Octavo, Half Morocco, 800 pages. Price, \$2.00.

SCOTT, FORESMAN & CO., Publishers, Chicago

NOTES

THE older generation remembers pleasantly Dickens' *Child's History of England*. This book, however, has largely gone out of vogue for the reason that its shortcomings and inaccuracies have been so fully recognized that schools have not used it, and nothing has taken its place. This lack is soon to be remedied by the publication of an elementary work on English history that has all the charm and attractiveness of Dickens' work joined with those qualities of accuracy, proper perspective and appreciation of historic values that have come to be recognized as of so great importance. The name of the book is *English History Readings*. It covers the whole period from the days of Boadicea to Edward VII. The work is fully illustrated, and will appear during the summer. The editor is Mr. H. P. Warren, of Albany Academy, and the publishers are D. C. Heath & Co., Boston.

MESSRS. HENRY HOLT & CO. have in press for immediate publication a new French and English Dictionary by Messrs. Edgren and Burnet, which has some noteworthy features. Most important of all, probably, is their treatment of the subject of pronunciation. This is indicated with the greatest care, not by transliteration, but by the use in doubtful cases of subscript diacritical marks, representing actual French sounds. The system is simple and requires no knowledge of phonetics. Another new feature is the brief indication of the etymology of every French word, together with the date of its earliest occurrence. In extent the vocabulary will be considerably larger than that of any other moderate-sized French dictionary, including many rare words and a large number of recent words.

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MANZONI'S I PROMESSI SPOSI (Abridged). Edited by MORITZ LEVI, A.B., Assistant Professor of the Romance Languages, University of Michigan.

Spanisch

A SPANISH ANTHOLOGY. Edited and arranged by J. D. M. FORD, Ph.D., Instructor in French, Harvard University.

AN ELEMENTARY GRAMMAR OF THE SPANISH LANGUAGE. By L. A. LOISEAUX, B.S., Instructor in the Romance Languages and Literatures, Columbia University. Cloth, 280 pp., 90 cents.

AN ELEMENTARY SPANISH READER. By L. A. LOISEAUX. Cloth, 162 pp., 90 cents.

Send for List and Circulars

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New York Boston Chicago

NOTES

THE B. F. JOHNSON COMPANY, of Richmond, Va., announce what they call a "thought provoking book by Dr. W. H. Payne. The title is *The Education of Teachers*.

THE proper function of public schools is not merely that of furnishing intellectual and moral training, says G. W. Anderson, in the April *Atlantic*, but of assimilating our whole people to an American type, and of checking the tendency toward a social stratification that will prevent the common sympathy and understanding necessary for the coöperative effort of a democracy. If, as has been so often said, free public schools lie at the very basis of enduring democratic institutions, it is not enough merely to furnish these schools; the attendance must also be general, especially the attendance of the children of the better classes—of those who have some legitimate claim to social standing. Today, it is not the private school based on religious or sectarian preferences that is encroaching upon the field of the public schools; it is the private school based on social preferences, or, still worse, on intelligent objection to the educational methods and manners of the public schools. The public schools can never do their proper and essential work in a democratic society, if the public-school teachers, as a class, fail to command intellectual and social respect. Their social status is nearly as important as their educational efficiency. . . . It is not enough that the schools should remain fairly good, and the great majority of the teachers conscientious and reasonably efficient; the very appearance of evil must be avoided. The public-school system, like Caesar's wife, must be above suspicion.

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GINN & COMPANY announce a book by Mr. E. S. Loomis, of Cleveland, the title of which is certainly attractive. It is: *Original Investigation; or How to Attack a Problem in Geometry*, and the following explanation accompanies the announcement:

This book is the outgrowth of twenty years' experience in teaching geometry to pupils and students in high school and college. During this time the author has become convinced that a work presenting an exhibition of the possible methods of attacking an original would be serviceable not only to teachers of geometry but also to pupils and students. Analysis reveals the fact that the geometric conditions of an original largely determine the method of attack, and a pedagogical classification of these methods shows that in general there are ten methods of attack, certain of which pertain directly to the *demonstration* of an original theorem, while certain others are applicable in the *solution* of an original problem. Those who teach geometry will find this work very helpful, not only as an exposition of the methods of attack but also as to models of demonstration and solution.

A Search for an Infidel is the title of the Rev. Jenkin Lloyd Jones' new book. Like *Jess, or, Bits of Wayside Gospel*, it is written in an out-of-doors atmosphere. It is another chapter in the nature gospel of good fellowship, mutual service and kindness which Dr. Jones has preached and practiced for so many years. The Macmillan Company are the publishers.

THE following circular has been sent by Superintendent F. W. Atkinson, of the Philippine Islands, to those who are seeking information in regard to educational positions:

F U S T R E A D Y

Lockwood and Emerson's Composition and Rhetoric

By SARA E. H. LOCKWOOD and MARY ALICE EMERSON, B.A., Head of the Department of English in the State Normal School, Bridgewater, Mass. 12mo. Cloth. 470 pp. For introduction, \$1.00

Three important characteristics which give this book a distinct individuality are (1) **the cumulative method of treatment shown in the illustrative examples, in the text, and especially in the exercises**; (2) **the constant emphasis on the importance of the pupil's own thinking and writing**; and (3), **in Parts III and IV, the correlation of composition work with the study of the college requirements in English**. The book has been prepared to meet adequately all the requirements of secondary school work in composition and rhetoric. It makes a close and natural connection between the writing required in the grammar school and the more advanced work of composition.

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NOTES

The inquiry as to teachers for the Philippines was made with a view to the future. However, a large number of appointments have already been made, including all of the division superintendents. The majority of teachers that will be required are for primary work. By far the larger number of salaries will be \$75.00 gold per month the year round. All necessary traveling expenses from the home of the appointee to Manila will be repaid upon arrival. Passage upon government transports is free, but each person pays one dollar a day for food, and the voyage is about 30 days in length. Receipts should be taken wherever possible. Upon becoming proficient in Spanish or native dialects, by teaching night school for adults, and by recognized merit and pronounced success, teachers may expect an increase in salary. Teachers will be expected to remain three years, and the matter of their location will be entirely in the hands of the general superintendent of public instruction. In answer to many inquiries as to the climate, it may be said with assurance that the climate here is a good tropical one. However, it depends to a great extent upon the individual as to the matter of health. The expenses of living are high in Manila, but moderate in other towns and cities of the Archipelago.

The qualifications required are:

1. Applicants must be either normal or college graduates.
2. They must have had several years successful experience in school work and be now engaged in teaching.
3. Copies of testimonials and a late photograph should accompany each application.
4. They must be physically sound and able to withstand a tropical climate, and willing to accept whatever location may be assigned them by the general superintendent of education.

The Department of Education desires to hear from only those who can fulfill the above conditions. Blank application will be sent upon request.

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FROM THE EARLIEST TIMES TO THE DEATH OF QUEEN VICTORIA

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Professor in the University of Chicago

THE author has made the narrative of England's growth a most interesting and attractive story. In general, the plan has been to combine with political narrative an account of the constitutional and social development of the English people. In carrying out this plan conventional proportions have been, to some extent, disregarded. Less space has been given to the petty squabbles of modern politicians and the mere twaddle of court gossip, more to the development of early institutions; less to the intricate processes of modern diplomacy, more to Alfred and William I, Henry II, and Edward I. The wars of Great Britain with Afghans or Zulus or Chinese have been barely mentioned, but an entire chapter has been given to the Norman reduction of England. In order, also, that each chapter may present a distinct movement as a whole, an arrangement by topics has been substituted for the familiar arrangement by reigns.

Thus, the book is not a collection of dry details, but an animated account of the institutions of the English people and a well balanced record of action and motive as they display themselves in the lives of men and women. The book is full of life and color and will hold the interest of the student throughout.

Thirty-five maps (seventeen in colors), thirty-five genealogical charts and tables of contemporaries.

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MESSRS. BENJ. H. SANBORN & COMPANY, who make a specialty of secondary school and college books, have opened a branch house at 378 Wabash av., Chicago. This house will be in charge of their present western agent, Mr. James E. Warner, who is a graduate of Cornell University, has had two years of postgraduate work at The University of Chicago, and has taught the classics in one of our colleges.

MESSRS. D. C. HEATH & COMPANY announce the following books: A French Grammar for schools and colleges by W. H. Fraser and John Squair, of the University of Toronto; *The Life of a Bean*, by Mary E. Laing, lately of the State Normal School in Oswego, New York; also a new edition of Tracy's *Psychology of Childhood*. This book has been extended by a new chapter on the "Religious and Esthetic Development of the Child."

REV. GEORGE CHANNING wrote an account of the school of his youth, which he attended just after the Revolution. Girls and boys attended together the primary school, and sat on seats made of round blocks of wood of various heights, which were furnished by the parents. Children bowed and kissed the teacher's hand on leaving the room. The teaching of spelling was peculiar. It was the last lesson of the day. The master gave out a long word, say *multiplication*, with a blow of his strap on the desk as a signal for all to start together, and in chorus the whole class spelled out the word in syllables. The teacher's ear was so trained and acute that he at once detected any misspelling. If this happened he demanded the name of the scholar who made the mistake. If there was any hesitancy or refusal in acknowledgment he kept the whole class until, by repeated trials of long words, accuracy was obtained.

New Volume in Longmans' English Classics

SHAKSPERE'S JULIUS CÆSAR.—Edited by G. C. D. ODELL, Ph.D., Tutor in Rhetoric and English Composition in Columbia University. With Portrait. Cloth, 50 cts.; Boards, 40 cts.

The book throws emphasis throughout on the drama, as a drama rather than as a poem, and is well adapted to introducing pupils to a systematic reading of Shakespeare. It is prepared by a scholar who has had ample experience in secondary teaching as well as in the duties of a college examiner.

A READER IN PHYSICAL GEOGRAPHY FOR BEGINNERS.—By RICHARD E. DODGE, Professor of Geography, Teachers College (Columbia); Editor of the *Journal of School Geography*. 12mo, 247 pages, \$0.70; with about 80 illustrations largely from original photographs by the author, chosen for their geographical value. Adapted to advanced grades in grammar schools.

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"It was to be expected that these authors would produce a thoroughly sensible book, and this they have certainly done. It seems to me sure that the book will prove most suggestive and most useful to the school teachers of the country, and I sincerely hope that it may have a wide circulation."—PROFESSOR J. R. WHEELER, Columbia University.

SHAKESPEARE'S PLAYS—"Swan Edition."—An entirely new *illustrated* series for use in schools, with introductions and notes, specimen examination questions, etc. The following volumes are now ready, each, 35 cents: Richard II, As You like it, Macbeth, Julius Cæsar, King John, The Tempest, Merchant of Venice, Henry V.

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NOTES

MR. GEORGE F. ATKINSON has written a valuable addition to those recent attempts to make botany the study of living plants.¹ His book is intended for use as a reader for children, the inference from the author's preface being that it is for pupils in the advanced grades. The subject-matter is selected from almost all parts of the field of botany. It is evidently the author's idea to give some intelligent general notions of the subject rather than to deal entirely with a part of the field.

In the beginning chapters the structure, growth, and use of the parts of plants are discussed, while following these the topics are those relating more definitely to the real work of plants. Just how plants take up, carry, and dispose of water, and how gases are given off are discussed in a most interesting way. Following this is a section in which the discussions have to do with such subjects as the sensitive plant, climbing plants, and the behavior of flowers; then a section on the life-histories of plants from some of the leading groups; and finally a series of topics having to do with the "Battles of Plants in the World."

Throughout the book plants are spoken of as things at work, with organs arranged for definite parts of the work, and with these organs varying as the surrounding conditions vary. Anyone, young or old, who will read such chapters as the one on "The Struggles of a White Pine" will be greatly interested and will have suggested to him the immense fund of material which botany offers for secondary-school work. The field is almost limitless, but unfortunately so far, many writers for secondary schools have selected

¹ GEORGE F. ATKINSON, *First Studies in Plant Life*. Pp. ix + 266. Ginn & Co.

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NOTES

the comparatively unimportant and uninteresting, and these often lifeless things have been brought as botany to the boys and girls. Normal boys and girls are interested in things which are alive and at work, and constantly working in new ways as they meet new conditions, and when they consider plants in such a way the study becomes highly profitable. But when made the basis for ignorant speculation or meaningless myths, the study of plants with children cannot be expected to prove of much value.

From the viewpoint of educational value or that of present or future knowledge of the science, it seems that Mr. Atkinson's book should have a good reception. Doubtless some of the chapters are entirely too heavy for any grade class, and it seems some terminology should have been omitted, but the book is along the right line and should do a good work.—ORIS W. CALDWELL.

The University of Chicago announces for immediate publication a series of contributions to education which have been under consideration for several months by members of the faculty of the Department of Education of the University of Chicago. This series will contain six numbers. The first three to be ready for distribution December 1 are as follows:

- No. 1. Isolation in the School. By Ella Flagg Young. \$1.
- No. 2. Psychology and Social Practice. By John Dewey. 25 cents.
- No. 3. The Situation as Regards the Course of Study. By John Dewey. 25 cents.

Municipal Administration in Germany as Seen in the Typical Prussian City, Halle, by Edmund J. James, is the title of a new book on municipal organization and administration in Germany. It contains a discussion on many important questions relating to the municipal organization, and throws light of long experience upon many questions of importance. The University of Chicago Press are the publishers.

FOUR NOTABLE PUBLICATIONS

By **FRANK FROST ABBOTT**
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A History and Description of

Roman Political Institutions

FOR INTRODUCTION, \$1.50

The first part of this book traces historically the development of the Roman constitution from the earliest times to the reign of Diocletian. In the second part, the consulship, the tribunate, the senate, the *comitia*, and the other institutions of the government are taken up, and a systematic detailed description is given of each.

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NOTES

THE regents of the University of Nebraska have arranged to extend the system of accrediting high schools to the university by providing for accrediting schools to the College of Agriculture. County superintendents will assist the inspector in visiting town and village schools, and will help in getting the plan in regular working order. This seems a new departure and the county superintendents of Nebraska are taking an active interest in the movement, believing that it will have the same helpful influence in town and rural schools that accrediting to the university has had on the high schools in the cities and larger towns.

THE GOOSENBURY PILGRIMS, by Ellen Rolfe Veblen, is a charming child's book, for which a special place on the child's bookshelf has long been waiting. The book is a redaction or organization of the separate stories, situations, and characters of the Mother Goose world into a series of related experiences, treating of the adventures of the Mother Goose people on a pilgrimage to St. Ives, and being especially adapted for the reading of children from the ages of eight to twelve. It abounds in excellent nonsense—"nonsense" of the genuinely literary sort, which is so very rare. The *Goosebury Pilgrims* is a successful attempt to do for the little people's hero world what has been done for the stories of the older child in the retellings of the adventures of Odysseus, Siegfried, Arthur, and Robin Hood. To Pyle's brilliant rendering of the Robin Hood material the book seems to be closely akin. The book is free from moralizing and sentimentality, yet the incidents have reason for being that are socially and morally wholesome. It is privately printed for the author, and is on sale at The University of Chicago Press, and at all bookstores.

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MESSRS. BENJ. H. SANBORN & CO. have in press, or ready for publication in the Autumn: "Cicero, Select Orations," by Dr. B. L. D'Ooge, professor in the state normal school, Michigan. The book will contain the orations usually read in the preparatory schools, the usual introduction and summaries of chapters, excellent notes, a carefully selected vocabulary and nearly one hundred illustrations. "The Art of Translating," by Dr. Herbert C. Tolman, of Vanderbilt University. This book is designed for teachers in Latin, Greek, French, or German. "A Composition and Rhetoric," by Dr. Lewis W. Smith, of Tabor College, and James E. Thomas, A.M., of the Boston English High School. This book is to be so arranged and issued as to meet the requirements of the smaller as well as the most thorough and advanced courses in a secondary school. In the Cambridge literature series, Macaulay's "Essays on Milton and Addison," (nearly ready) edited by Dr. J. Griffith Ames, late of Kenyon College. "The Sir Roger de Coverley Papers," edited by Frederick L. Bliss, principal of the University School, Detroit.

THE University of Chicago Press announces the completed plans for a series of publications entitled "Contributions to Education," by John Dewey, professor and head of the Department of Philosophy in the University of Chicago, and Ella Flagg Young, professor of education in the University of Chicago. The first three numbers of the series will be ready about January 1, and are as follows:

No. 1. *Isolation in the School.* By ELLA FLAGG YOUNG. 111 pages, 12mo, paper, net, 50 cents; postpaid, 55 cents. Cloth, net, 75 cents; postpaid, 85 cents.

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This book has been prepared chiefly for the use of students of Roman history, of Latin, and of political science. The first part of the work traces historically the development of the Roman constitution from the earliest times to the reign of Diocletian. In the second part the consulship, the tribunate, the senate, the *comitia*, and the other institutions of the government are taken up in order, and a systematic and detailed description is given of each. The text may be used conveniently as a basis for high-school or college classroom work in Roman history or Roman institutions.

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For introduction, 75 cents.

"Glück Auf" is a German reader intended primarily for beginners. Complicated constructions and difficult idioms have been avoided throughout, the mastery of a vocabulary being considered a task of sufficient difficulty for a beginner. An important place is given in the book to the study of cognates, by means of which the student acquires a vocabulary with comparative ease. The central idea of this book is to introduce even the beginner to facts, ideas, and sentiments, which are in close relation to German life.

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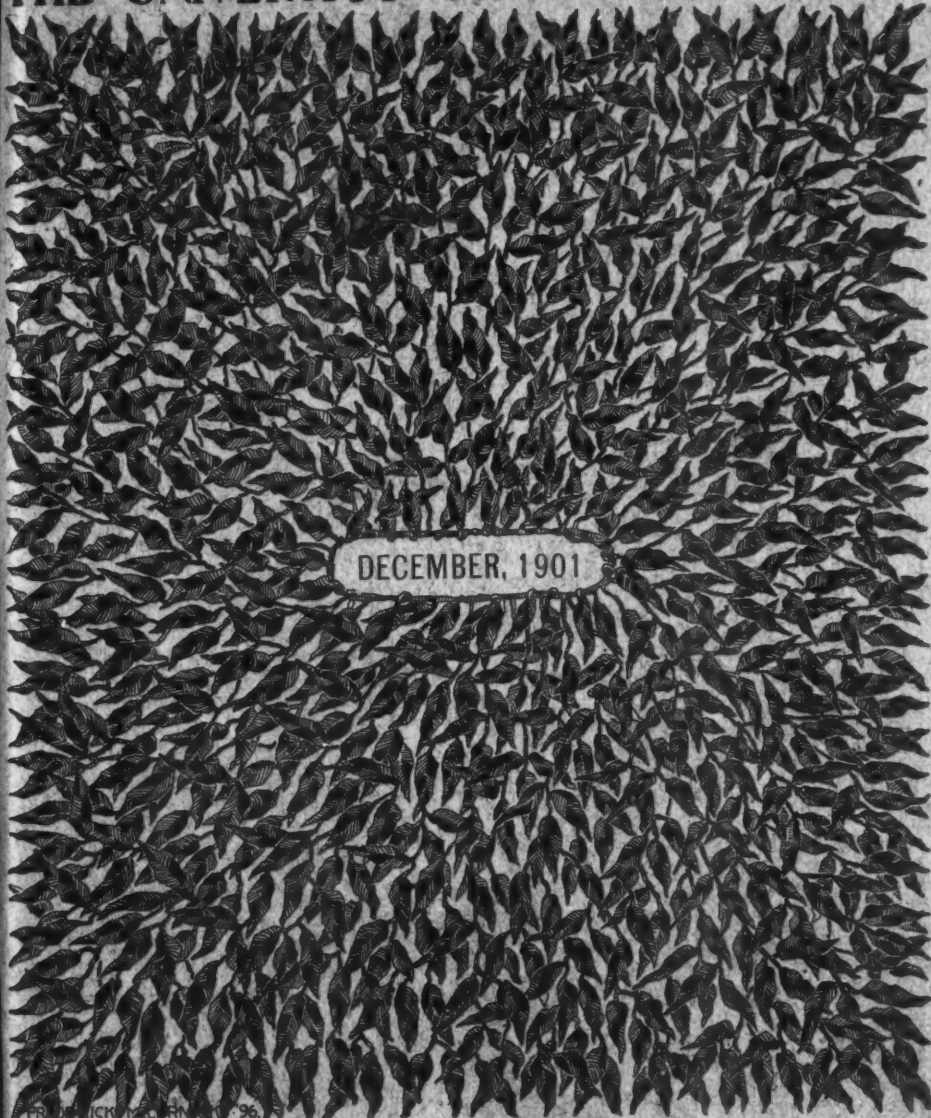
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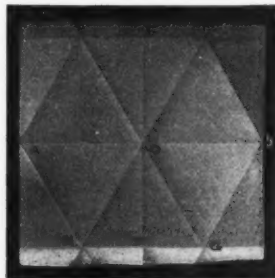
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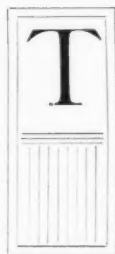
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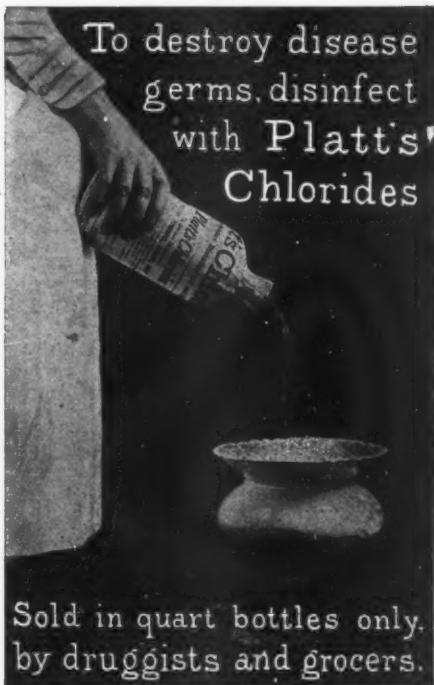


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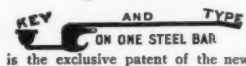
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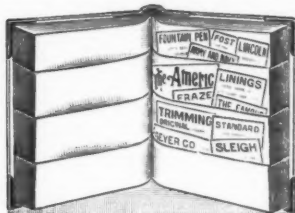
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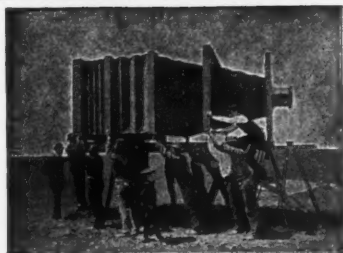
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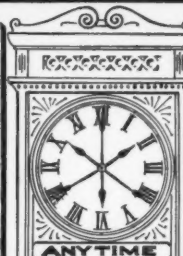


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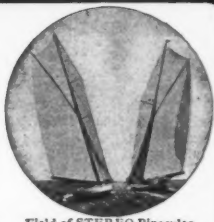
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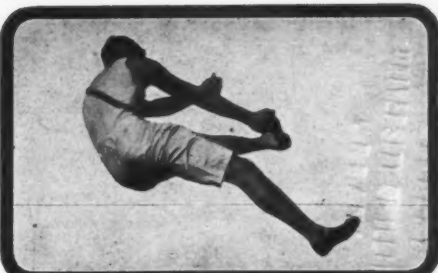
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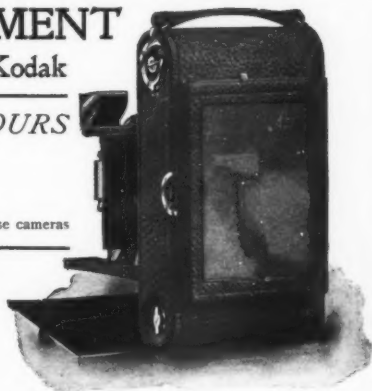
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